DOCUMENT RESUME

ED 209 125 SO 013 647

AUTHOR	Johnson, Jacquelyn; Benegar, John
TITLE	Global Issues in the Intermediate Classroom, Grades 5-8.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
REPORT NO	ISBN-0-89994-265-2
PUB DATE	81
CONTRACT	400-78-0006
NOTE	150p.; Some handouts may not reproduce clearly from EDRS in paper copy or microfiche.
AVAILABLE FROM	Social Science Education Consortium, Inc., SSEC Publications, 855 Broadway, Boulder, CO 80302 ($8.95).
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Cross Cultural Studies; *Cultural Awareness; *Global Approach; Intermediate Grades; Junior High Schools; Learning Activities; Social Studies; Teacher Developed Materials; World Affairs; World Problems

ABSTRACT

This publication contains teacher developed activities for teaching about global issues in grades 5-8. The self-contained activities are organized into three major parts. Part I, "Global Awareness," introduces students to the concept of global education. Students are made aware of the nature of the world and the part they play in it as inhabitants of the planet. For example, the activity, "Global Connections," involves students in interacting with one another to discover how their class is connected to the rest of the world. Using a bingo game format, students look for classmates who fit appropriate squares on their game sheets. Each square represents a certain kind of "global connection." Through the activities in Part II, "Global Interdependence," students learn that they are connected to other people and countries in countless ways and that these links exist across cultures as well as time and distance. In the "Peanut Butter Crunch" activity, students examine the effects of the drought of 1980 on the manufacturing of peanut butter. Because of the drought and the lifting of the peanut import quota, the United States began to import peanuts from China, India, and Argentina. In other activities, students examine the relationship between the United States and oil exporting nations, variations in the price of gasoline, and multinational corporations. Part III contains activities designed to teach cross cultural understanding. Students analyze the news for violations of human rights and examine the McDonald's fast food restaurant chain as a worldwide phenomenon. Related resources in the ERIC system are cited. (Author/RM)

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GLOBAL ISSUES IN THE INTERMEDIATE CLASSROOM

Grades 5-8

By Jacquelyn Johnson and John Benegar

Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
Global Perspectives in Education

Boulder, Colorado

1981

SØ 013 647

ORDERING INFORMATION

This publication is available from:

SSEC Publications
855 Broadway
Boulder, Colorado 80302

Global Perspectives in Education
218 East Eighteenth Street
New York, New York 10003

ISBN 0-89994-265-2

Price: $8.95

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-78-0006. The opinions expressed do not necessarily reflect the positions or policies of NIE or ED.

I've often thought there ought to be a manual to hand to little kids, telling them what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on. I tried to write one once. It was called "Welcome to Earth." But I got stuck on explaining why we don't fall off the planet. Gravity is just a word. It doesn't explain anything. If I could get past gravity, I'd tell them how we reproduce, how long we've been here, apparently, and a little bit about evolution. And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive. It's also a source of hope. It means we don't have to continue this way if we don't like it.

--Kurt Vonnegut, Jr.

ACKNOWLEDGMENTS

The authors wish to thank the following people for their help in the development of this handbook: First and foremost, a special thanks to our colleague Reny Sieck, whose illustrations appear on the student handouts. Reny also tested and contributed to the development of several activities. We thank our editor, Ann Williams, who helped shape the final manuscript for publication. We are grateful to the staff of Global Perspectives in Education and to reviewers representing the National Council for the Social Studies for their suggestions for improving the handbook. We also thank Daleen Anderson for typing our first drafts; Steven Brewer, associate editor of *Geo* magazine, for granting permission to use his data on gas prices and bus/subway fares around the world; Helen Carey, coordinator of the Project for an Energy-Enriched Curriculum, National Science Teachers Association, for permission to use the activity "Who's Got the Batteries?"; Pat Tucker of the National Peanut Council, for information and recipes used in "The Peanut Butter Crunch"; Dana Parsons of the *Denver Post*, for permission to reprint his article in "The Peanut Butter Crunch"; Paul Duncan of McDonald's International, for permission to reprint the advertisements in the "Global Burgers" handouts. Finally, we thank Kurt Vonnegut, Jr., for permission to use as an epigraph his Afterword to *Free to Be You and Me*, conceived by Marlo Thomas (New York: McGraw-Hill Book Co., 1974).

Jacquelyn Johnson
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Denver, Colorado
August 1981

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PREFACE

Preparing students to live effectively and responsibly in their communities, their nation, and the world is a critically important function of social education. This task becomes more difficult each year, as new developments in science and technology yield an ever-expanding profusion of data and problems at the same time that new developments in communication and transportation are causing the world to "shrink."

Today's students will live most of their lives in the 21st century, in an increasingly interdependent world. The very survival of "Spaceship Earth," and certainly the quality of life experienced by its inhabitants, will depend on the extent to which our young people develop the ability to think, feel, and act from a perspective that is global rather than narrowly personal, national, or regional. Teachers can play an important role in instilling such a perspective by helping students develop an appreciation for the global nature of most of the issues that affect their lives and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples.

Most educators agree that children should be introduced to global perspectives as early as possible--certainly before the onset of puberty, when ethnocentrism and stereotypical thinking tend to increase dramatically. In terms of attitudinal development, middle childhood--approximately age 10--is probably the optimal time for global learning to take place. Yet few commercial classroom materials are specifically designed for teaching global perspectives to students in the middle grades.

This handbook was developed in response to many requests from intermediate-level and middle-school teachers for ideas and strategies that could be appropriately and effectively used with their students. Both authors, Jacquelyn Johnson and John Benegar, teach middle-school social studies in the Denver area and have had a great deal of experience in writing and testing classroom activities. We hope that teachers will find this book to be a valuable addition to the existing repertoire of resources for teaching about global issues in grades 5-8.

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INTRODUCTION

Schoolchildren are blessed with a curiosity about themselves and the world. They are at an age at which their sense of inquiry and discovery of the world should be fostered and encouraged. Awareness of their immediate environment and increasing familiarity with events around the globe can be introduced and reinforced, for many students, at a very early age. One of the ways this is traditionally done in schools today is by starting with the child's background and progressively expanding the content to include the world. Many K-6 social studies programs in the United States present students with a sequence of "expanding environments." In order to make sense of the world and their place in it, students in the primary grades examine themselves, their families, and their communities. As they progress, students go on to examine their state, their nation, and, finally, the world.

As a result of this emphasis, students begin to acquire a sense of the world and their place in it. This is an important concept and goal of education, yet it is too often ignored in the curriculum or assumed to be part of a student's high school experience. A negative by-product of this attitude is that global studies has usually found a place in the high school program, but has been neglected at lower levels. The low status of global education in the elementary or middle school classroom has been compounded by recent pressure on educators to go "back to the basics"--which, misinterpreted by many, further justifies the placement of global education at the upper end of the social studies curriculum. A search of the Educational Resources Information Center (ERIC) data base reveals that, with a few notable exceptions, little attention and effort in curriculum development have been given to programs in global studies at lower grade levels.

When we consider some of the global events of 1980-1981 that students viewed on television or read about in newspapers and magazines, the importance of integrating global studies into the social studies curriculum becomes urgent. Students must be helped to realize that the hostage crisis in Iran, the Soviet invasion of Afghanistan, the boycott of the Moscow Olympics, the labor unrest in Poland, the influx of Cuban and Asian refugees--all these events have had an impact on U.S. citizens.

Presenting concepts and information related to global issues at an early age is important in developing an understanding of and a tolerance for other cultures. Seeing other peoples' commonalities can help break down the myths and stereotypes that form around groups who are perceived as "strange" and encourage open attitudes toward new ideas. Students can begin to see that cultural differences may be acceptable. In the context of the accelerating "information explosion," global perspectives can help students sift through such complex issues as conflict and racism and begin to separate fact from fiction in order to formulate solutions to age-old problems. Students need to see the world as an integrated system and to realize that interdependence of countries and peoples exists at many levels in the world today--a theme that will be pursued throughout this teaching unit.

There are many reasons for introducing global studies in schools at all age levels. The complex interdependent nature of our world, the rapid rate of change, future "shock," political and economic crises--all require the development of relevant knowledge and skills if students are to develop fully into active, responsible and thoughtful adults. Today's students will live most of their lives in the 21st century. Even more than today's adults, they will need practice in handling, manipulating, and decoding their environment. One of the most successful approaches to reaching students is through student-centered, concrete, hands-on activities. When students are involved with their own learning processes, they not only gain valuable new information and basic skills, they also participate in relationships with teachers and other students which help formulate and enhance their self-concepts and their knowledge of the nature of the world in which they live.

The authors feel that there is a legitimate and urgent need to integrate global studies into the intermediate-level social studies curriculum. We hope that this resource book will help teachers achieve that goal.

PART I: GLOBAL AWARENESS

The activities in this section serve as an introduction to the concept of global education. The first step in this process is to make students aware of the nature of the world and the part they play in it as inhabitants of the planet. In order to acquire a sense of place, they need to understand both their worth as individuals and the interrelatedness they share with other people. Given the speed of modern communication and transportation systems, the connections between once-distant parts of the globe are more apparent and relevant to students' personal experiences and interactions. These activities bring key global concepts to the awareness level where true understanding can begin to take place.

1. GLOBAL CONNECTIONS

Overview

In this activity, students interact with one another to discover how their class is connected to the rest of the world. Using a bingo-game format, students look for classmates who fit appropriate squares on their game sheets. Each square represents a certain kind of "global connection."

Teachers should feel free to join their students in this activity.

Objectives: At the conclusion of this activity, students will be able to

--explain how members of their class are connected to other parts of the world in a variety of ways,

--list some reasons why these connections exist, and

--speculate about further "global connections."

Time Required: One or more class periods.

Materials Needed: Handout 1a, "Globingo"; large map of the world.

Advance Preparation: Make copies of Handout 1a for all the students.

Procedure

1. Distribute copies of Handout 1a to all the students. Explain that the object of "Globingo" is to fill in as many squares as possible with the names of classmates or other people who fit those squares. As soon as one row--horizontal, vertical, or diagonal--has been completely filled in, the student has scored a "globingo." (Note: You may want to award inexpensive prizes or extra points to the first students who score.) Point out that the code key on the handout explains the letter-coded spaces on the game sheet. Emphasize that the name of the relevant

country, as well as the student's name, should be recorded in each square. Explain that each student may sign another classmate's sheet only once, even if more than one square could apply to that student. (This rule encourages the maximum possible interaction among students.)

2. Allow 10-15 minutes for students to walk around the classroom looking for classmates who fit the various squares. It is important, during this interaction period, that students actively ask questions of one another rather than passively handing around the game sheets. In other words, students should "dig" for the information they need. Students should continue to try to fill up their game sheets even after they have scored one or more "globingos." Try to keep the game going until every student has scored.

3. You might want to let the students continue to fill in their squares during recess or the lunch period, in order to collect the maximum amount of information. Students might also enjoy involving their families and other adults in this activity. In this case, you will need to postpone the debriefing until a subsequent class period.

4. Ask students what they learned about one another in the process of filling in their "globingo" squares. What was the most surprising thing they learned about any of their classmates?

5. On a large map of the world, help students locate all the nations identified in this activity. (This can be done by cutting apart the squares on the game sheets and pinning them to the appropriate locations on a world map.) Are students surprised at all these "connections" their class has with the rest of the world? What would the map look like if game sheets from another class were included? Would students discover more connections? What would be the results if the entire school participated in this activity?

6. Probe students to explain the reasons for all the connections they found in this activity. What caused these connections? In what ways do we learn more about the rest of the world? Television? Travel? Newspapers? Trading among nations?

7. Ask students what they think the phrase "shrinking world" means. Do the processes listed previously contribute to a "shrinking world"? In what ways? Probe students to speculate about future trends.

Do they think they will become more "connected" to the rest of the world? In what ways?

Follow-Up Ideas

--To help students assess global interdependence on a personal level, ask them to think of other ways in which they and their families are connected to the rest of the world. Some students might enjoy developing another game sheet for their class, using these new ideas.

2. WHAT'S IN A NAME?

Overview

In this warm-up activity for global studies, students research the origins of their first names, using baby name books. Through this process, they will discover that their classmates and families have roots all over the world. Students wear name tags explaining the meanings of their names and plot the origins of their names on a world map. Teachers should also participate in this activity.

Objectives: At the conclusion of this activity, students should be able to:

--identify the origins of classmates' first names on a map of the world,

--speculate about the influences of other cultures and parts of the world on the first names of their classmates, and

--speculate about the reasons why some first names are more common than others.

Time Required: One or two class periods.

Materials Needed: Several "baby name" books; construction paper, scissors, thumbtacks, straight pins; crayons or markers; individual world maps or one large classroom world map.

Advance Preparation: Purchase or ask other teachers and students to bring in several "baby name" books for this activity. (The paperbound books listed at the end of this activity are available at many supermarkets and bookstores.) Make or have students make name tags out of construction paper. You may choose to have students illustrate the origins of their names on individual world maps, or you could create one large "name map" for the entire class. If students create their own maps, crayons or markers and one world map will be needed for each student. If you choose the second option, a large world map, construction paper, scissors, and thumbtacks will be required.

Procedure

1. Divide students into four or five groups. Allow each group five minutes to brainstorm an answer to the question "What is the most commonly given first name in the world?" You may want to offer a prize to any group that comes up with the right answer. (Although this is a difficult question, students should enjoy the process.)

2. Tell students that the answer to the question is Mohammed (Muhammad).* Ask them to guess some reasons why this particular first name is the most common in the world. Explain that this name is favored by people who practice the religion called Islam. These people are called Moslems (Muslims). Ask whether the students can identify any parts of the world where this religion is common (North Africa, much of the Middle East, Turkey, Afghanistan, Pakistan, the Malay Peninsula, the East Indies, parts of India and China). Use a pointer to locate these areas on a large map of the world.

3. Give each group a "baby name" book. Ask the students to find their first names in the books and identify the countries or areas of the world in which their names originated. Students will also enjoy learning about the meanings of their first names.

4. Distribute blank construction paper, scissors, and felt pens or markers for students to use in making name tags. On one side of the name tag, each student should print the origin and meaning of his or her first name. On the reverse side, students should print their first names.

5. Collect all the name tags and display the sides showing the origins and meanings of names. Post these in the front of the room on the chalkboard or bulletin board. Ask students to guess which name tag belongs to each classmate, on the basis of the meanings of their names. Do the meanings "fit" their classmates' personalities? Once they have

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* Lansky, Bruce, and Vicki Lansky, The Best Baby Name Book in the Whole Wide World (Wayzata, Minn.: Meadowbrook Press, 1979).

completed this guessing game, students can wear their name tags, displaying the sides showing the meanings and origins of their first names.

6. Distribute blank world maps to students and allow a few minutes for them to walk around the room, asking other classmates to locate the origins of their first names on their world maps. Ask students to post their name tags on the appropriate countries or areas on a large world map.

7. After all the name tags have been posted on the map, ask students if they see any commonalities or patterns among their names. Are some areas of the world more heavily represented than others? Does the map reveal anything else about the class?

8. Pose the following question to the class: How do our first names illustrate the influences of other cultures on our lives?

Follow-Up Ideas

--Students might enjoy finding out about the first names of other people in their families and posting this information on the map.

--Ask students to consider what they might have been named if they had been born in another culture. Divide the class into several groups and assign a world area to each group. Have the groups research the most common names in the area of the world they have been assigned.

--Brainstorm a list of words commonly used in this country which students think originated in other countries and cultures. Divide the list among the students and let them use dictionaries to identify the origin of each word, printing the information on cards. Add these cards to the world map.

--Ask the students to write true or fictional stories about themselves, on the basis of the meanings of their given names.

Suggested Resources

Lansky, Bruce, and Vicki Lansky. The Best Baby Name Book in the Whole Wide World. Wayzata, Minn.: Meadowbrook Press, 1979 ($3.45).

Nurnberg, Maxwell, and Morris Rosenblum. What to Name Your Baby: The Meaning and Story of Names. New York: Collier Books, n.d. ($2.50).

Rule, Lareina. Name Your Baby. New York: Bantam Books, 1980 ($2.25).

3. THE ALL-AMERICAN KID

Overview

The United States is a nation of immigrants. We have brought much cultural baggage from other lands in the form of languages, religions, values, foods, clothing, music, etc. In fact, much of what we consider to be new, "modern," or distinctly "American" has its roots elsewhere.

In this activity, students will learn that many products and processes which are commonly used today in the United States actually originated in other parts of the world. This awareness is useful in beginning to understand the connections that Americans have had, over time, with the rest of the world.

Objectives: At the conclusion of this activity, students will be able to

--explain the concept of global interdependence,

--recognize examples of cultural diffusion,

--understand that various cultures have traded and borrowed ideas and material objects throughout history,

--locate parts of the world on a map to show where certain products and ideas originated, and

--understand how cultures influence one another in a global society.

Time Required: One or more class periods.

Materials Needed: Handout 3a, "The All-American Kid, Version 1"; Handout 3b, "The All-American Kid, Version 2"; Handout 3c, "Sources of Ideas and Products"; large map of the world or small individual world maps.

Advance Preparation: Make copies of Handouts 3a, 3b, and 3c for all the students; duplicate small world maps, if necessary.

Procedure

1. Distribute copies of Handout 3a to all the students. Allow a few minutes for them to read it silently, or read it aloud with them. Ask whether this handout describes the morning routine of a typical American school child.

2. Distribute copies of Handout 3b, which describes the origins of many of the products and processes used by a typical American child getting ready for school, and Handout 3c. Read aloud Handout 3b, allowing time for students to fill in the blanks on Handout 3c.

3. If students are working with small individual world maps, ask them to write the number of each object on Handout 3c on the area of the map which represents the part of the world that it originally came from. (If you are using a large classroom map of the world, mark these places with number cards or push pins.)

4. Check students' individual maps for accuracy and help correct them, if necessary.

5. Ask students to speculate about how ideas and inventions pass from one culture to another. How does it happen today? How might it have happened hundreds or thousands of years ago?

Follow-Up Ideas

--Ask each student to find five examples of objects he or she uses in daily life which originated in another country or culture. These examples can be added to the lists and maps.

4. WHERE IN THE WORLD DO YOU WANT TO GO?

Overview

In this activity, students use their own real and imagined travel experiences to map the geography of the United States and the world.

Objectives: At the conclusion of this activity, students will be able to

--share their real and imagined travel experiences with the rest of the class,

--use an atlas to find approximate locations, and

--label a map of the United States with names of places where students have lived or would like to visit.

Time Required: One or more class periods.

Materials Needed: Handout 4a, "Map of Continental United States"; several different-colored markers or crayons for each student; world and U.S. atlases.

Advance Preparation: Make copies of Handout 4a for all the students.

Procedure

1. Distribute copies of Handout 4a to all the students. Ask them to think about all the places they have lived or would like to visit (for example, during a summer vacation or on a school trip).

2. Ask the students to draw a star on the map at the place where they now live and print the name of the place next to the star.

3. Next, ask them to use dots to indicate all the other places where they have lived and placed they would like to visit someday. (Explain how to use an atlas to find approximate locations.) The names of the places should be printed next to the dots.

4. Explain that any student who has visited or would like to visit a place outside the United States should draw an arrow near the edge of the map pointing in the direction of that location and print the name(s) of the country or countries next to the arrow.

5. Ask students to draw colored lines linking the place where they now live with all the other places they have lived or would like to visit, using the color code below (or another code of your choice) to show the best methods of travel between the different places:

Blue--car
Black--airplane
Red--bus
Green--boat
Yellow--bicycle
Brown--train
Orange--other method of travel

6. When the students have finished marking their maps, post them around the classroom. Allow some time for members of the class to share and compare their real and imaginary travel experiences.

Follow-Up Ideas

--Ask students to color their maps, using different colors for adjoining states and add the names of important or famous cities in the United States. Ask which states are missing from this map of the continental United States. Why? How many states are there in the United States?

--Use the maps to help students learn directions. Ask what borders the United States on each of its four sides (north, south, east, and west). In which direction would one travel from the United States to get to various other countries of the world? Use a globe or world map to show the position of the United States on the earth. In what direction is the United States from other famous landmarks--for example, the North Pole, the equator, the prime meridian, and the Pacific Ocean?

--As an independent project, ask the students to investigate how they would actually travel to the places they would like to visit.

Would they need passports? Visas? How would they get them? (You will need to have some discussion of what passports and visas are and why these documents are necessary for travel in some foreign countries.) Will they need special shots? How much will it cost to travel (by various methods, if more than one option is available) to the country or area that each student would like to visit? Where will they go and what will they do once they have reached their destinations? Ask each student to keep a diary or log of his or her make-believe trip.

--As a class project, arrange to take a field trip to a local travel agency. Pick a destination in advance, and ask a travel agent to act as a resource person to help plan a simulated class trip. (Note: If it is not feasible for the entire class to visit a travel agency, you may want to have the students elect a small group to do the field research and report back to the class. Or a travel agent may be willing to visit the class, bringing appropriate maps and schedules.)

5. AS THE WORLD SHRINKS

Overview

Change is a constant fact of life; however, the rate at which things change has accelerated, especially during this century. One kind of change that has profoundly affected the lives of everyone on earth is the increase in the speed at which people can get from one place to another.

In this activity, students explore the ways in which changes in the technology of transportation have affected the world and people's perceptions of it.

Objectives: At the conclusion of this activity, students will be able to

--describe how transportation systems have changed over time,

--compare speeds and distances of travel,

--explore how transportation and travel can affect people's perceptions of the world,

--understand why advances in transportation technology have caused an increase in global interdependence, and

--speculate about possible future changes in transportation systems and how those changes might affect the people of the world.

Time Required: One or more class periods.

Materials Needed: Handout 5a, "Our Shrinking World"; paper and pencils, crayons, or markers.

This activity is based in part on information published in World Facts and Trends, by John McHale (New York: Macmillan, 1972).

Advance Preparation: Make copies of Handout 5a for all the students.

Procedure

1. Distribute copies of Handout 5a. Explain that as transportation systems have improved over time, both the speed at which people can move over the earth and the distances they can easily cover have increased dramatically. The handout shows this development from the 16th century to the 1980s.

2. Ask students to speculate about or brainstorm a list of new developments in transportation systems which might take place in the 21st century (for example, space ships for extraterrestrial travel).

3. Ask students to list some of the changes that advances in transportation have brought about in the world. How have people's views of the world been changed by the development of faster means of transportation? What is meant by the term "shrinking world" or "global village"? Do we know more about our planet and the people on it than people knew in the past?

4. Ask students to draw pictures of what travel in the future might be like and how the vehicles we use will look.

Follow-Up Activities

--Ask students to investigate the changes over time in methods of communication (for example, from cave drawings to satellite transmission). How has the speed of communication changed?

--Have students do research on inventions or developments that have had a direct and dramatic impact on people's lives--for example, television, radio, telephones, and computers.

--Ask students to bring in examples of other items that they use or see around them which might illustrate changes in technology or ways that we are becoming more connected to the rest of the world.

--Help students make a visual time line or chart showing changes over time in the various means of transportation.

PART II: GLOBAL INTERDEPENDENCE

One of the most important concepts related to global education is that of interdependence: the facts that we are connected to other people and countries in countless ways and that these links exist across cultures as well as time and distance. We live in a world in which the actions of one country may have effects well beyond its own borders. Students probably are aware of the global energy crisis and the dependence of the United States on the Middle East for much of its oil supply. The activities in this section are designed to help students understand the widespread nature of interdependence in our world and the numerous ties our country has with the rest of the world.

6. WHO'S GOT THE BATTERIES?

Overview

What is "interdependence," and what does it have to do with the global energy situation? In this activity students discover that interdependence is the process they need to follow in order to put together a working system--in this case, a flashlight. By comparing a flashlight to the world and the batteries to global energy resources, students will realize that interdependence means mutual dependence, and that the actions of one student or nation affect everyone else.

Objectives: At the conclusion of this activity, students will be able to

--explain the meanings of interdependence, independence, and dependence and relate these terms to the global energy situation,

--identify ways of behaving which promote interdependence and those that hinder the process of interdependence, and

--compare their own actions with the actions of nations, specifically those actions related to decisions about energy resources.

Time Required: One or two class periods.

Materials Needed: Five identical flashlights, five paper bags.

Advance Preparation: Disassemble the flashlights, placing all the batteries in one paper bag, all the cases in another bag, all the bulbs in still another bag, and so on. When you are finished, you should have five bags, each containing five identical parts.

This activity, developed for an NSTA curriculum project funded by the U.S. Department of Energy, was adapted from "Let There Be Light," an activity written by Robert E. Freeman and Andrea B. Karls which was published in Intercom 79. Used with the permission of the National Science Teachers Association and Global Perspectives in Education.

Procedure

1. Divide students into five groups and give a bag of identical flashlight parts to each group. Tell each group of students to look at the contents of their bag, making sure that the other groups do not see what is in it. (Note: Such an instruction may be interpreted by students in a variety of ways, ranging from creating boundaries with desks and chairs, huddling together in groups, and spreading out to the far corners of the classroom to asking permission to actually leave the room.)

2. Tell students that their task is to put together "a system that works." Explain that each group should work as a team, making group decisions about whether and how its members want to communicate or interact with other groups. The time needed to complete this activity varies, depending on how long it takes for just one student to realize that the "system" is a flashlight. At this point students will probably begin to scurry about the room, bargaining and trading resources. Some may even steal. (Note: Members of the "battery" group may not realize that in order to make the system work, they need to trade their resources in pairs. Trading only one battery to each group won't create five working flashlights. If the battery group chooses to trade only one battery, the possibilities for debriefing and comparing this activity to the current global energy situation are broadened.)

3. Once the flashlights have been assembled, ask students to reflect on the process involved in this activity:

--When did you first realize you needed help--other resources to put together the flashlight?

--How did you obtain this help? Did anyone in your group become a spy? How did you organize your task?

--Did any of the groups wait to be approached for their resources?

--Did any group withhold its resources? Were groups reluctant to trade? Did they try to hide their resources?

--Did anyone become a "fast-talking diplomat"? Did anyone appear desperate for a bargain?

--Did the members of any group feel they were taken advantage of?

--How did you bargain for the resources you needed? Which groups drove the hardest bargains?

--Did any group feel that its resource was more valuable than those of the other groups? Why?

--Did every group cooperate to put together the flashlight? Did any group steal resources?

--Did any group feel cheated? Why?

--Could the flashlight have been put together any other way--other than by trading resources?

--What would have happened if one group had refused to bargain? How would the other groups have been affected?

--What do you think the batteries represent? Who has the "batteries" in the world today?

--What do you think the flashlight represents?

--Which group was the first to put together a complete flashlight?

4. Ask students to further reflect on the process involved in this activity:

--Define "interdependence" on the basis of this flashlight activity.

--Explain how interdependence is different from independence. How is it different from dependence?

--How could this activity have been structured to teach independence? To teach dependence?

--How does this activity represent the current global energy situation?

--Which term--interdependence, independence, or dependence--best describes the current global energy situation? Give reasons for your answer.

Follow-Up Ideas

--Ask students to make up another game that illustrates how interdependence operates in the world.

--Share the flashlight game with other classes in your school or with teacher and parent groups.

7. THE PEANUT BUTTER CRUNCH

Overview

One good way of introducing a global perspective to students is through a favorite food. In this activity, students examine the effects of the drought of 1980 on the manufacture of peanut butter. This "all-American favorite" is now, in fact, global. Because of the drought in peanut-growing states, the resulting drop in peanut production, and the lifting of the peanut import quota, the United States began to import peanuts from China, India, and Argentina. Students examine the effects of the U.S. peanut shortage on the peanut-butter sandwiches in their lunchboxes.

Objectives: At the conclusion of this activity, students will be able to

--explain how events in the United States can affect other nations,
--explain how we depend on other nations as consumers,
--explain "interdependence," using peanut butter as an example, and
--locate selected nations on a world map.

Time Required: One or more class periods.

Materials Needed: Handout 7a, "Peanutty States of America"; Handout 7b, "They Say 'Nuts' to Peanut Butter Crunch"; Handout 7c, "Peanut Production in Selected Nations, 1980-1981"; Handout 7d, "Where in the World Are the Peanuts?"; Handout 7e, "Herbie the Health Nut's Healthy Recipes"; U.S. and world atlases and "P" volumes of encyclopedias; overhead projector (optional).

Advance Preparation: Make copies of Handouts 7a, 7b, 7c, 7d, and 7e for all the students. (Instead of duplicating Handouts 7b and 7c you may want to make transparencies and display them to the whole class with an overhead projector.)

Procedure

1. Introduce the activity by asking how many students in the class like peanut butter sandwiches. Peanut butter cookies? Peanut candy? Just plain peanuts?

2. Divide the class into small groups of four or five students. Give each group a U.S. atlas, a world atlas, and a "P" volume of an encyclopedia. Give each student a copy of Handout 7a. Ask students if they know where peanuts are grown in the United States. Tell them to use their encyclopedias and U.S. atlases to find out which states are peanut-growing states, and to label and color those states on the handout map. (Note: Students should identify Alabama, Florida, Georgia, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Texas, and Virginia.)

3. Ask students to speculate about what factors might affect the success or failure of a peanut crop. (Such factors include weather, plant diseases, insects, labor supply, and availability of funds to purchase seed and equipment. Rural children will certainly offer more sophisticated answers than urban children, who may need a bit of coaching in this part of the activity.) Explain that the peanut-growing season in 1980 was very badly affected by a drought (a long period of inadequate rainfall), which ruined much of the crop.

4. Distribute copies of Handout 7b and allow time for students to read it. (Note: Depending on the reading ability of students in your class, you may want to read this article aloud.) Ask what choices a peanut butter consumer would have in this situation. (Pay more for peanut butter, eat less peanut butter, stop buying peanut butter.)

5. Distribute copies of Handout 7c (or display the transparency) and Handout 7d. Explain that the United States is not the only country in which peanuts are grown. Ask students to look at Handout 7c (or at the transparency), which contains a list of peanut-growing countries, and to use their world atlases to identify those countries on the world map handout. Allow time for students to color in those countries on their maps.

6. Ask what the United States might do if its own peanut crop is not large enough to satisfy the U.S. demand for peanut products. (Stu-

dents should get the idea that the United States could buy peanuts from other countries.) From the information in Handout 7c, which countries would appear to be the best sources of imported peanuts? (It should be obvious that China and India, both of which produce more peanuts than the United States, seem to be the most likely sources.) Explain that the United States actually did buy peanuts from several of these countries during the months following the 1980 peanut crop failure, and that the peanut-butter sandwiches in their lunchboxes may be made of peanuts that were grown in China or India.

Follow-Up Ideas

--Ask each student to compile a list, during the coming week, of products they used (or consumed) that were made or grown in other countries. Explain that this information is often provided on labels and packages. You might offer a prize for the longest list of products and countries.

--Students might enjoy making their own peanut butter. Handout 7e contains a recipe, along with several other recipes from the National Peanut Council (1000 16th St., N.W., Washington, DC 20036). Students might want to try some of these recipes and share the results with the class.

8. ROLL OUT THE BARRELS

Overview

During the first part of this activity, students will identify the nations from which the United States imports oil. The relationship between the U.S.A. and oil-exporting countries will be illustrated by placing pins and string on a large world map. This exercise will help students realize how events in other parts of the world can affect the United States.

During the second part of the activity, students will get a feeling for the relative quantities of domestic and imported oil by filling a large fishbowl with two different kinds of beans, using one bean to represent 1,000 barrels of oil per day. This part of the activity will help students visualize global interdependence. By comparing the quantities of domestic and imported oil, students will understand that the United States imports almost one-half of the oil it needs.

Objectives: At the conclusion of this activity, students will be able to

--locate the nations from which the United States imports oil on a world map,

--explain that the United States depends on many other nations for the oil we need,

--distinguish between imported and domestic oil,

--compare the quantities of imported and domestic oil used in the United States,

--illustrate the quantities of imported and domestic oil, using beans to represent barrels of oil, and

--explain that the United States imports almost one-half the oil it needs.

Time Required: Two or more class periods.

Materials Needed: For part 1--"ambassador cards" (from Handout 8a), large world map, thumbtacks or pushpins, scissors, colored yarn or string, world almanacs or atlases, coffee can or other container; for part 2--Handout 8b, "Sources of Petroleum Imports"; large (2-gallon or larger) glass fishbowl or punch bowl, three 3-lb. bags of dried white or pinto beans, three 3-lb. bags of dried red or kidney beans, two large pots or other containers capable of holding three pounds of beans, two styrofoam or paper cups, plastic wrap, world almanacs or atlases.

Advance Preparation: For part 1--cut apart "ambassador cards" on Handout 8a; for part 2--purchase the dried beans and assemble the necessary containers described in the "Materials Needed" section.

Procedure for Part 1

1. Ask students whether they think that oil is an important commodity. Why do we need oil? What are its most important uses? (Accept all answers, but make sure that students mention heat and transportation.)

2. Point out that the United States uses much more oil than it can produce. How do we get the rest of the oil that we need? Make sure that students understand the term and concept "import"--to buy from other countries.

3. Explain that the balance of the activity will be devoted to making an oil import map. Ask each student to draw an "ambassador card" from a coffee can or other container and print his or her name on the card. (Each card represents a country or group of countries from which the United States imports oil.) Each student should locate his or her country on the large world map (using an atlas or almanac if assistance is needed), determine what length of yarn or string is needed to link that country with the United States on the map, cut off the necessary length of yarn or string, and affix the two ends of the yarn or string to the world map with thumbtacks or pushpins. Allow about 20 minutes for the students to perform these tasks, providing assistance if necessary. Tell them to save their "ambassador cards" for the next part of the lesson.

4. After students have completed the map, ask them to return to their seats and take a good look at it. What part of the world has the most connections with the United States? (You may need to introduce the term "Middle East.") Ask whether students think that the Middle East is important to us. Why? Do students know anything about what is going on in the Middle East? (There are sure to be some important conflicts or negotiations occurring at the moment.) Why might the United States be concerned about current happenings in the Middle East? (Accept all answers.)

Follow-Up Ideas for Part 1

--Ask each "ambassador" to look for a newspaper or magazine article that tells something about his or her country and use it as the basis for a brief oral report to the class. (Note: Since some students' countries or regions are much more widely publicized than others, allow at least a week for everyone to find an article. Some students may need to use encyclopedias or other library resources.)

--Ask each "ambassador" to find or draw a picture representing his or her country or region, and use these to make a collage or bulletin-board display.

Procedures for Part 2

1. Remind the students that not all of the oil used by people in the United States is imported from other countries; the United States does produce much of its own oil. Explain that the oil produced by a country for its own needs is called "domestic" oil.

2. Write the following information on the chalkboard:

domestic oil = 8,500 thousands of barrels per day
(8½ million barrels)

imported oil = 6,643 thousands of barrels per day
(more than 6½ million barrels)

total oil = 15,143 thousands of barrels per day
(more than 15 million barrels)

Explain that these numbers show how much oil the United States uses every day and how much of it comes from each source. (Help the students read and understand the numbers, if necessary.)

3. Arrange the beans and fishbowl or punch bowl on a table in the front of the classroom. Ask if anyone has an idea about how the beans could be used to show how much oil per day the United States gets from each source. (Students probably will realize that the two kinds of beans could represent the two kinds of sources, but they may need some help deciding that each bean will need to represent a large number of barrels. In this activity, each bean must represent 1,000 barrels.) Let students decide which kind of bean should represent which oil source.

4. Let's assume that domestic oil will be represented by white or pinto beans. Appoint one student to count out 100 white beans and put them in a styrofoam or paper cup. Mark the cup to indicate the "fill" level of 100 beans. (Note: This activity is much easier if the empty portion of the cup is actually trimmed away.) Appoint another student to perform the same task with the red beans.

5. Remind the class that each bean stands for 1,000 barrels of oil, and that there are 100 white beans in the cup. How many cups of 100 white beans will be needed to represent U.S. daily consumption of domestic oil? (Depending on students' level of arithmetic reasoning, you may need to explain that the cup will need to be filled 85 times.) Let students take turns filling the cup up to the mark with white beans and pouring them into the bowl. The rest of the class should count out loud until 85 cups of white beans (100 beans per cup) have been poured into the bowl. When approximately 8,500 white beans have been poured into the bowl, level them off and cover them carefully with plastic wrap.

6. Distribute copies of Handout 8b. Explain that the same procedure will be followed with the red beans, representing imported oil. Each "ambassador" will measure enough beans for his or her country or region, using the information on the handout as a guide to how many cupfuls will be needed. (Students whose countries or regions fall into the "Others" categories will need to get together in groups and share this task.) For example, the "ambassador" for Indonesia will need to fill his or her cup to the correct level approximately three-and-a-half times, while the Saudi Arabian "ambassador" will need about twelve-and-a-half cupfuls. Continue this process until all the countries or

regions that supply oil to the United States have added their red beans to the bowl. (You should end up with slightly more than 66 cups, each containing approximately 100 red beans.)

7. Ask students how much of the oil we use is imported. (In 1981, the amount was slightly less than half, or 45 percent.) Of the imported oil, which countries supply the most? Which "ambassadors" put the most red beans in the bowl?

8. Write the following equations on the chalkboard:

1 barrel = 42 gallons
4 quarts = 1 gallon
4 cups = 1 quart

Ask students to figure out how many cups of oil are in a barrel (672). Ask them to guess how many cups of oil the average person in the United States used per day in 1980 for heating, transportation, and other purposes. Record all guesses on the chalkboard and see who came closest to the right answer (112 cups, or 7 gallons). Is that number hard to believe?

Resource note: Up-to-date information about U.S. oil consumption, domestic oil production, and petroleum imports is available in Monthly Energy Review, issued by the Energy Information Administration Clearinghouse, U.S. Department of Energy, 1000 Independence Ave., S.W., Washington, DC 20585.

9. HOW FAR CAN YOU GO ON A GALLON?

Overview

In the first part of this activity, students examine variations in the price of gasoline around the world by working with automobile data cards. They use the resulting information to speculate about driving habits, gasoline consumption, and energy conservation as a global trend. The second part of this activity involves students in exploring alternatives to automobile transportation by investigating the costs of bus and subway fares around the world.

Objectives: At the conclusion of the activity, students will be able to

--compare gasoline prices among different nations,

--use statistical data to make calculations and comparisons,

--make hypotheses about driving habits throughout the world,

--make hypotheses about the effects of increasing gasoline prices on people's lives,

--explain that such resources as gas and oil are not evenly distributed among the nations of the world,

--explain the term "per capita," and

--explain the benefits and drawbacks of alternatives to automobile transportation.

Time Required: Two or more class periods.

Materials Needed: Handout 9a, "Fill 'er Up"; Handout 9b, "Fill 'er Up Worksheet"; Handout 9c, "Bus and Subway Fares Around the World"; large world map; world almanacs and atlases; construction paper, crayons or markers, scissors, thumbtacks or pushpins.

Advance Preparation: Cut apart the car data cards on Handout 9a. (To facilitate handling of the cards, you might want to glue them onto cardboard backing sheets before cutting them apart. If there are more than 35 students in the class, you will need to duplicate one or more of the handout sheets so that every student will have a card.) Make copies of Handout 9b for all the students. Duplicate enough copies of Handout 9c for small groups of three or four students.

Several days before using this activity, ask each student to find out and bring to class information about the year and model of a family car or other motor vehicle and its approximate gas mileage (how many miles it can go on each gallon of gas). Explain that the mileage information does not have to be exact; a rough estimate will do. Students whose families do not have cars can telephone automobile showrooms or car rental agencies to obtain information about models and mileage ratings.

Procedure

1. Introduce the activity by asking whether anyone knows the current price of a gallon of gasoline at a local service station. Is the price of gasoline the same (in U.S. dollar equivalents) all over the world? What factors might cause the price of gasoline to be lower than it is in the United States? What factors might make it higher? Explain that in this activity students will be exploring the price of gasoline around the world, using prices that were correct as of early 1981.

2. Distribute the car data cards from Handout 9a or allow each student to pick one. Allow time for the students to locate the countries on their data cards on the large world map, using atlases or almanacs if necessary.

3. Distribute construction paper, markers, and scissors and let each student make a small, simple symbol (for example, a gasoline pump or a simplified car like the one on the data card). Ask each student to print the name of his or her country and the price of a gallon of gasoline in that country on the symbol and attach it to the large world map at the approximate location of that country.

4. After all the symbols have been attached, allow time for students to examine the map carefully. Which country had the most expensive gasoline in 1981? (South Korea: $4.38.) Which country had the

cheapest? (Saudi Arabia: $0.31.) How do these prices compare with the current price of gasoline in their own community?

5. Tell the students to fill in their data cards with information about their own family cars or other vehicles (year, model, and approximate gas mileage). Tell them to assume that each one lives in the country shown on his or her data card and must pay the price shown for a gallon of gasoline. Explain that, because the capacities of gas tanks differ, everyone should assume that the gas tank of his or her car will hold ten gallons of gas. Ask them to use all this information to figure out the numbers that fit in the blanks of their data cards. (Note: You may want to let students use hand-held calculators for this part of the activity.) An example of the information that should appear on a completed data card is shown below:

ISRAEL
$3.00 per gallon
Car model: 1976 Buick Electra
Miles per gallon: 12
Miles traveled on a full tank: 120 (12 x 10)
Cost: $30.00 ($3.00 x 10)

For your convenience, a list of the countries and gasoline prices (as of early 1981) is provided here.

Country	Price
Algeria	$1.05
Argentina	1.60
Australia	1.78
Brazil	2.80
Canada	0.95
Chile	1.85
China	2.10
Egypt	0.71
France	2.70
Iceland	3.50
India	2.70
Indonesia	0.90
Iran	1.50
Iraq	0.75
Ireland	3.00
Israel	3.00
Italy	3.40
Japan	2.79
Jordan	1.60
Kuwait	0.57
Libya	0.95
Mexico	0.53

Nigeria	2.30
Poland	2.05
Saudi Arabia	0.31
South Africa	2.89
South Korea	4.50
Spain	3.00
Sri Lanka	1.95
Sweden	2.80
Turkey	1.80
United Arab Emirates	1.00
United Kingdom	2.80
United States	1.44
USSR (Russia)	1.14
Venezuela	0.35
West Germany	2.60

6. When all the students have finished filling in their data cards, post them in the front of the room. Distribute copies of Handout 9b and allow about 20 minutes for students to try to answer the questions. (Note: You may want to let the students work in pairs or small groups and use hand-held calculators, to speed up this part of the activity.)

7. Conclude this part of the activity by asking the following discussion questions: How might people's driving habits be affected by the country or part of the world they live in? If you were shopping for a car, would the place you live affect your choice of make and model? Why? What countries do you think have the most cars per capita (for each person)? Which countries would be likely to have the fewest cars? Why? What factors other than the price of gasoline might influence the number of cars per capita in a country?

8. Make sure that students understand the term per capita. Explain that a useful way of making comparisons between countries is to find out how much of a given resource each country has to divide among its people. If a resource were divided equally, would there be a lot for each person, very little for each person, or some amount in between? Point out that a resource might consist of money, automobiles, refrigerators, books, schools, television sets, water, jobs, houses--anything that people need and use. Emphasize that knowing how much of a given resource a country has tells us very little unless we know how many people have to share that resource. For example, suppose there are 10 million automobiles in the country of Urbania and only 1 million auto-

mobiles in the country of Ruralia. In which country would a citizen be more likely to own an automobile? (Students should point out that they need more information before they can answer that question--specifically, they need to know the population of each country.) Now, suppose you know that 100 million people live in Urbania and only 1 million people live in Ruralia. Which country is "richer" in automobiles? How many cars per capita does Urbania have? How many cars per capita are there in Ruralia?

9. Tell students to retrieve their car data cards and almanacs to find the per-capita incomes for the countries on their data cards. Ask the student with the data card for the United States to write the per-capita income for the United States on the chalkboard. Tell each student to compare the per-capita income for his or her country with the number for the United States. Is it higher or lower? What percentage of the per-capita income in that country would it take to buy a full tank of gas? In which country or countries could most citizens most easily afford to buy gasoline? In which countries could residents least afford to buy gasoline?

10. Allow a few minutes for the class to brainstorm alternatives to automobile transportation and record the answers on the chalkboard. How many students have used each form of transportation? If your community has a bus and/or subway system, ask whether students know the price of a fare. (Note: In many communities, fares vary according to times of day, distances traveled, or special status of riders. In this activity, the lowest regular adult fare will be used for purposes of comparison.)

11. Ask whether students think that bus and subway fares are different in other parts of the world. In what cities or countries might they be cheaper? In what places might they be more expensive? Why?

12. Divide the class into groups of three or four students and give each group a copy of Handout 9c. Let students use the information on the handout and the prices posted on the world map to answer the following discussion questions: How does the bus fare in Rome compare with the price of gasoline in Italy? How do those figures compare for Israel? What means of transportation would they choose if they lived in

Rome? In Tel Aviv? Why? Is there any relationship between the price of gasoline and the price of a bus fare? Explain.

13. Conclude the activity by asking students to hypothesize about how our life style might change as the price of gasoline goes up. How high would the price have to rise before most people stopped driving their personal cars? What might they do instead? What could we learn from people who live in countries in which there are very few automobiles?

Resource note: The gasoline prices used on the car data cards were obtained from the April 1981 issue of Geo magazine, which prints updated figures every six months in its "Geosphere" section. Since these prices vary daily, along with currency conversion rates, the figures shown may not be even relatively accurate by the time this activity is used. The most current figures available can be obtained by writing to Stephen Brewer, Associate Editor, Geo, 450 Park Ave., New York, NY 10022. Information about bus and subway fares, which change less frequently, can be obtained from the consulates and tourist information offices of the various countries. Information on gas mileage for vehicles made in the United States is available free from the Environmental Protection Agency or from the U.S. Department of Energy's Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

10. THEY'VE GOT THE WHOLE WORLD IN THEIR HANDS

Overview

Multinational corporations exemplify increasing global interdependence and the changing business practices that both respond to and accentuate this trend. The decisions made by such corporations affect people all over the world. In this activity, students begin to explore the ways in which multinational corporations influence their lives. They will see that the United States is linked to other countries through a network of private business and trade.

Objectives: At the conclusion of this activity, students will be able to

--explain and identify examples of multinational corporations and

--recognize that multinational corporations influence the lives of people around the world.

Time Required: One or more class periods.

Materials Needed: Handout 10a, "Corporations Around the World."

Advance Preparation: Make enough copies of Handout 10a for groups of three or four students.

Procedure

1. Divide the class into small groups of three or four students each. Give a copy of Handout 10a to each group. Explain that the students should look at each brand name in the left-hand column, identify the type of product associated with that brand name, and guess the country in which its headquarters or parent company (owner) is based. Allow

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This activity is based on an idea developed by Global Perspectives in Education.

10 or 15 minutes for the students, working in groups, to fill in their handouts.

2. Read each brand name and ask the groups to report their answers orally. Record the students' answers on the chalkboard. When all answers have been reported, write the correct answers on the chalkboard--or star any correct answers that students have reported. (For your convenience, the correct answers are reproduced below.

Brand Name	Product(s)	Country
Shell	oil/gasoline	Netherlands
Baskin-Robbins	ice cream	Great Britain
Nestle	chocolate/candy	Switzerland
Bayer	aspirin	West Germany
Michelin	tires	France
Pepsodent	toothpaste	Netherlands
Timex	watches	Norway
Lipton	tea/soups	Great Britain
Sony	television/radio/ tape player	Japan
Magnavox	television	Netherlands
Bic	pens	France
Bantam	books	Italy
Stouffer	food/restaurants	Switzerland
American Motors	automobiles	France (Renault)
Progresso	foods	Canada
Adidas	shoes/clothing	West Germany

3. Ask whether the students notice anything unusual about the correct answers. (None of the companies has corporate headquarters in the United States.) What were their reasons for guessing that the headquarters of some of these companies are located in the United States? (All these brand names are familiar to consumers in the United States.)

4. Point out that these brand names are just a few examples of many thousands of products which are sold all over the world. Such products may be made by relatively small companies or by huge corporations that have manufacturing plants in many different countries. Ask students to suggest some names or terms that might be used to describe such companies.

5. Write the term "multinational corporation" on the chalkboard. Explain that this is the term most commonly used to refer to companies that produce and/or sell goods or services in more than one country.

6. Ask the students to look around the classroom for evidence that other items were produced by multinational corporations. You may need to suggest that they look at the title pages of books (many publishers have offices in more than one country), at labels on clothing or backpacks, and at various kinds of other items--for example, maps, globes, bulletin boards, notebooks, pencils, audiovisual equipment, and classroom furniture--which may be stamped or printed with the names of the countries in which they were made. Ask each student to start a list of such items and add to it during the rest of the day, both at school and at home.

Follow-Up Ideas

--Ask students to look through magazines and newspapers for advertisements of products from foreign countries which are sold in the United States. Make a bulletin-board display of these ads and add to it throughout the remainder of the semester or year.

--Post a large map of the world. Ask students to collect examples of products, or advertisements for products, sold in the United States which were made in other countries. Mark each country with a pushpin or sticker. Ask the students to locate as many different countries as possible. (To motivate students to actively participate, you might ask them to set a goal before beginning this project--for example, products from 50 different countries. Keep track of the total and add to it as new countries are identified.) When you decide to stop collecting examples, mark your home community with a pushpin or sticker and use yarn or colored string to connect it with all the other pushpins or stickers.

PART III: CROSS-CULTURAL UNDERSTANDING

This section contains activities which promote acceptance and understanding of other people, groups, and cultures as a foundation upon which to build increased global understanding. As students learn from other cultures and see that all kinds of people everywhere have much in common, many of their stereotypes and misperceptions about the world will begin to break down. By comparing their own lives and culture with those of others, students may also develop a better sense of their cultural roots.

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11. SIGNS OF THE TIMES

Overview

In this activity, students explore options for communication across cultural and language barriers by working with international road signs. After considering the need for nonverbal symbols that can be universally understood and attempting to interpret some of these symbols, students design their own signs for conveying messages and rules.

Objectives: At the conclusion of this activity, students will be able to

--explain the increasing need for methods of communicating across cultures and languages,

--identify some common international road signs, and

--design and make a sign that can be understood all over the world.

Time Required: One or more class periods.

Materials Needed: Handout 11a, "International Road Signs"; Handout 11b, "Rules and Messages"; construction paper, scissors, and crayons or markers for all the students.

Advance Preparation: Duplicate enough copies of Handout 11a for several groups of students and enough copies of Handout 11b for all the students.

Procedure

1. Introduce the activity by asking the students to imagine that they are visiting another country where they do not speak or read the language. What kinds of problems might they encounter? What problems might be faced by a foreign visitor to the United States who cannot speak or read English? Allow some time for students to volunteer answers. Encourage them to think in terms of specific everyday situations.

2. Point out (unless a student has already done so) that one important problem in such a situation might be the inability to understand road signs--for example, "No Right Turn," "Pedestrian Crossing," "No Parking," and "Slow." Understanding these signs is important for pedestrians and bikers as well as for drivers, not only for reasons of traffic safety but also because road signs give directions to nearby telephones, hospitals, restrooms, and other facilities. Explain that, in an attempt to meet this need, a system of international road signs was devised. This system, which is now in use in many countries of the world, uses standardized nonverbal symbols to convey information, instructions, and warnings. Although a message may also be stated verbally in the country's official language, the shape and symbols of the sign provide sufficient information to people who are familiar with the international road sign communication system.

3. Divide the class into groups of four or five students and give each group a copy of Handout 11a, "International Road Signs." Tell the students to decide as a group what they think each sign means. Allow 15-20 minutes for this process.

4. Ask a spokesperson from each group to report the group's answers to the whole class. Did all the groups agree on the meanings of the signs? Did any sign have everyone stumped? Which seemed the easiest to figure out? Read the correct answers. (For your convenience, they are listed below.)

Sign 1: No entry
Sign 2: No left turn
Sign 3: Road narrows
Sign 4: Dangerous curves ahead
Sign 5: Children crossing road
Sign 6: Slippery road
Sign 7: Animal crossing
Sign 8: Telephone
Sign 9: First-aid station

5. Ask the students what clues helped them understand the meanings of the signs. Could they be as easily understood by people who speak languages other than English? Could all of them be universally understood all over the world? (Be sure that someone makes the point

that some symbols--for example, pictures of telephones and motorcycles--may not be understood by people who have never seen such devices.)

6. Give each student a copy of Handout 11b along with construction paper, scissors, markers, and other art materials. Ask each student to pick a message or rule from the handout (or make up her or his own message) and make a sign illustrating it which could be understood by people all over the world. (This can be an out-of-class project.) When everyone has finished, attach a sheet of paper to each sign and post the signs around the room. During subsequent class periods, allow a little time for students to look at each sign and guess what it means, writing their names and guesses on the attached sheet.

Follow-Up Ideas

--After the signs have been posted for a few days, tally the guesses and summarize the results. Which signs had the most correct guesses? Which signs were the hardest to understand? Ask the students to make hypotheses about the possible results of acting on some of the wrong guesses. Can they come to any general conclusions about the characteristics of signs that are easily understood?

--As a class project, let the students make new signs for the school which could be understood by visitors who do not speak or read English. Arrange for these to be posted next to the regular signs.

--Explain that universally understood symbols are needed, not only to convey rules and messages, but also to communicate information about distance, weight, length, temperature, and quantity. Point out that attempts are being made to persuade all countries to adopt the metric system as the worldwide "language" of numbers. Ask students to prepare brief oral or written reports on various aspects of the metric issue: Where is the metric system now in use? What are its advantages and disadvantages, in comparison with measurement systems used in other countries? Is it easy for a country to switch from one numeric "language" to a different system? What are some of the problems involved? What are some effective ways to persuade people to use a new system--and to teach them that system? What problems might occur if (as is the case today) people in different countries use different "languages" to talk about length, distance, weight, quantity, and temperature?

12. THE RIGHTS OF CHILDREN

Overview

As children learn more about the world, it is important for them to understand the concept of human rights and the idea that they share certain basic rights with people everywhere in the world. By observing events as they occur at first hand or are reported in the news media, students will realize that sometimes these basic human rights are violated by the actions of individuals, groups, or governments. Before students can develop a concern for protecting their own rights and those of others, they must become aware of people's basic rights and attach some value to them. In this activity, students examine the rights of children, from their own perspective and in accordance with the United Nations Declaration on the Rights of the Child.

Objectives: At the conclusion of this activity, students will be able to

--list and interpret the rights of children as these are identified in the U.N. Declaration on the Rights of the Child,

--recognize that these rights apply to children all over the world, regardless of race, nationality, or ethnic group, and

--develop their own lists of the rights that all children should have.

Time Required: One or more class periods.

Materials Needed: Handout 12a, "What Are the Rights of a Child?"; Handout 12b, "U.N. Declaration on the Rights of the Child"; scratch paper; overhead projector (optional).

Advance Preparation: Make enough copies of the two handouts for several small groups of students; post the rules for brainstorming where all students can see them. (You may prefer to make an overhead transparency of Handout 12b.)

Procedure

1. Divide the class into small groups and give each group a copy of Handout 12a and some scratch paper. Explain that the first part of this lesson will involve brainstorming their rights as children. (If the class is not familiar with the brainstorming technique, go over the rules and explain them. If the class has used the technique before, review the rules. Leave them posted where all the students can see them. For your convenience, the rules of brainstorming are listed below.)

Rules of Brainstorming

1. Saying anything that comes to mind is okay.
2. Discussing other people's statements is not okay.
3. Evaluating or criticizing other people's statements is not okay.
4. Repeating someone else's idea is okay.
5. "Piggybacking" on someone else's idea is okay--that is, it is okay to add something to or slightly change someone else's idea.
6. Silence is okay.
7. Even if you think you have finished, keep on going for a while.

2. Ask each group to appoint a member to record all the ideas offered. These should be listed on the scratch paper. To get the students started, you might offer some examples of possible rights: the right to own a ten-speed bicycle, the right to fair treatment under the law, the right to have one's own bedroom, the right to a free education. Allow about ten minutes for the groups to brainstorm lists of possible rights.

3. After the groups have finished brainstorming, ask each group to choose a final list of ten rights that everyone (or almost everyone) agrees that all children in the United States ought to have. These ten rights should be recorded on Handout 12a. Allow 15-20 minutes for the discussion and selection process.

4. Let the groups take turns reading their lists of rights. Record these on the chalkboard and tally any repetitions. Narrow these down to ten or fewer rights on which there seems to be general agreement.

5. Distribute a copy of Handout 12b to each group (or project the transparency). Explain that this document was developed by the United Nations and that it lists the rights that all children should have, regardless of where they live or in what circumstances. Ask the students to compare this list of rights with the lists they developed. Did they omit any important rights? Did they list any rights that do not seem so important?

6. Remind the students that even though children all over the world may be morally entitled to these rights, in fact they do not always enjoy them. For example, children in many countries do not have adequate nutrition and medical care. Use the following questions to stimulate thinking and discussion:

--Which of the rights in the U.N. declaration do most children in the United States enjoy?

--How are these rights ensured? What agencies and procedures in the United States are involved with protecting the various rights of children? How do they work?

--Which of these rights are the easiest to enforce? Which ones are the most difficult to enforce? Why?

--How are children's rights protected in other parts of the world? If these rights are being violated, what might be done about it by individuals and organizations interested in protecting children's rights?

Follow-Up Ideas

--Ask students to search for and collect newspaper or magazine articles that describe how children's rights are being either violated or protected in various parts of the world, including the United States. Make a scrapbook or a bulletin-board display of these articles. If there is a large map of the world in the classroom, you might want to tack or tape the headlines of such articles at corresponding places on the map.

--Suggest that students make posters illustrating all or part of the U.N. Declaration on the Rights of the Child. This activity could be expanded to a schoolwide poster contest, with local artists and journalists acting as judges. Try to arrange to display the winning posters at a local library or business.

--Ask the students to write papers comparing the Bill of Rights in the U.S. Constitution (the first ten amendments) with the U.N. Declaration on the Rights of the Child.

13. SAY IT WITH PICTURES

Overview

Since most school children have seen very little of the world, their visual images of other places and peoples are largely shaped by pictures in storybooks, magazines, newspapers, and television broadcasts. Because many such pictures reflect stereotypical ideas of other regions and cultures, many children--and many adults--have only limited or distorted knowledge of what other world areas look like. In this activity, students are presented with a set of eight drawings and asked where in the world they might find the place, thing, or person shown in each picture. When they learn that all the drawings represent the Middle East, they will begin to recognize that many images of other places and peoples which are presented by television and other media are oversimplified, incomplete, and/or stereotyped.

Objectives: At the conclusion of this activity, the students will be able to

--recognize that their visual images of the Middle East and other parts of the world may be based on incomplete information,

--explain why a single picture or drawing does not supply enough information to show what place in the world it represents, and

--recognize examples of stereotypical images in photographs, cartoons, television programs, advertisements, books, and other visual media.

Time Required: One or more class periods.

Materials Needed: Handout 13a, "Where in the World Is This?"; Handout 13b, "Where in the World Worksheet"; large map of the world; overhead projector (optional).

Advance Preparation: Make enough copies of Handouts 13a and 13b for small groups of three to five students each. (You may prefer to make transparencies of the drawings in Handout 13a.)

Procedure:

1. Divide the class into small groups of three to five students. Explain that you are going to show them eight drawings, and that they are to work in groups to decide what the pictures show and where in the world each person or thing pictured might be found. Give each group a copy of Handout 13b and a set of the drawings in Handout 13a. (If you are using an overhead projector, allow 5-10 minutes for students to discuss each picture and fill in their work- sheets before going on to the next drawing.)

2. Ask the groups to share the guesses they made on their worksheets. On what pictures was there the most agreement? What drawings generated the least agreement? Ask the students to explain the reasons for their guesses.

3. Announce that all the drawings show places, things, and people that might be found in the Middle East. Ask some students to point out the Middle East on the world map. (Guide them in doing so, if necessary.)

4. Ask whether any students were surprised that some of these drawings represent the Middle East. What mental pictures did they have of the Middle East? Where did they get their ideas about what the Middle East is like? (Allow time for students to think about these questions and respond to them.) Were these ideas accurate? Partly correct? Incomplete? Why did they guess that some pictures represented places other than the Middle East? Is the Middle East a simple area to describe? Or is it more complex than they had thought?

5. Ask if anyone can explain or define the word "stereotype." If necessary, help the students to understand that a stereotype is a mental picture of a group of people or things which ignores important differences between members of the group and which is based on incomplete or incorrect information. Point out that a stereotype is usually negative,

and that it usually does not fit a great many individuals in the group. Write a simplified definition of "stereotype" on the chalkboard.

6. Offer a few examples of common stereotypes. (Texans are rich; kids who wear glasses are smart in school; black people are naturally good at playing basketball.) Ask the students to suggest others. Then ask whether they can think of any stereotypes about people or groups of people in the Middle East--for example, there is so much oil in the Middle East that everyone is rich; all Israelis live on kibbutzes (communal farms); Arabs live in the desert and ride camels. Write some of these on the chalkboard.

7. Ask which of the drawings in Handout 13a fit or reinforced any of these stereotypical pictures of the Middle East. Which drawings did not fit these images or contradicted them?

8. Encourage the students to speculate about the effects of stereotypes. Do they help people understand one another, or do they create barriers to understanding? What kinds of stereotypical pictures do the students think people in other parts of the nation and world might have about them?

Follow-Up Ideas

--Collect and make a bulletin-board display of cartoons, photographs, advertisements, and photographs that present stereotypical pictures of people and places.

--Keep a class log of examples of stereotypes that appear in television programs. If a TV series repeatedly presents stereotypical images, suggest that the students write letters (or a collective letter) to the network protesting this practice and explaining why stereotypes are destructive.

14. GLOBAL BURGERS

Overview

Since American GIs made some of their favorite culinary institutions internationally famous during World War II, the words "hamburger" and "Coke" have been understood all over the globe. In this activity, students examine the McDonald's fast-food restaurant chain as a worldwide phenomenon. By doing so, they explore ways in which we have imported ideas from other cultures and vice versa.

Objectives: At the conclusion of this activity, students will be able to

--discuss the influence of American ideas and products on other cultures,

--cite examples of ideas and products that Americans have "borrowed" from other cultures, and

--explain some of the effects of transmitting ideas across cultures.

Time Required: One class period.

Materials Needed: Handouts 14a-14j, "Big Mac Around the World"; Handout 14k, "Where Did This Ad Come From?"

Advance Preparation: Duplicate enough handouts so that each group of four or five students can have a complete set; find and bring to class a picture of a well-known symbol representing the McDonald's fast-food restaurant chain--for example, the "golden arches" or Ronald McDonald (mask out any identifying type).

Procedure

1. Introduce the activity by displaying the picture of a McDonald's symbol and asking what it represents. Then ask how many students know the location of the nearest McDonald's franchise. How

many McDonald's restaurants are there in your community? Where else could the students expect to find a McDonald's? If necessary, point out that the McDonald's chain has spread, not only throughout the United States, but all over the globe as well.

2. Divide the class into small groups of four or five students and give each group a set of the "Big Mac Around the World" handouts (14a-14j) and a "Where Did This Ad Come From?" worksheet (Handout 14k). Explain that the purpose of this exercise is to guess where in the world each of the ads might have come from, and fill in the names of those cities or countries on the worksheet. (Note: This task will involve a lot of wild guessing, since some of the ads contain few or no clues.)

3. When all the groups have completed their worksheets, record all the guesses on the chalkboard. Ask what clues, if any, the students used in making their decisions. Can they identify any of the foreign languages used in some of the ads? Allow time for them to attempt to translate some of the terms in the foreign-language ads.

4. Now write the correct answers on the chalkboard. (For your convenience, they are provided below.)

A. France
B. Japan
C. Costa Rica
D. Ireland (Dublin)
E. Hong Kong
F. Germany
G. Brazil
H. Sweden
I. The Netherlands
J. Singapore

5. Ask whether the students are surprised that there are McDonald's restaurants in all those places. How do they think the restaurant chain became so widespread all over the world? What other parts of American culture are popular in other countries? (Students may mention television, movies, sports events, jeans, and various forms of recorded music.) How do they think people in other countries find out about such cultural phenomena?

6. Allow ten minutes for students to brainstorm a list of products, activities, and ideas from other countries which have become popular in this country. Accept all answers, but encourage students to think of a wide variety of categories. For example, some "imported"

sports might be rugby (from England) and bicycle racing (which has long been popular in Europe but is just beginning to catch on in the United States). Fast-food chains featuring Mexican (tacos and burritos), English (fish'n'chips and pasties), Italian (spaghetti and pizza), and Japanese (tempura and sukiyaki) foods have spread throughout this country. Popular brands of cameras, automobiles, stereophonic sound systems, tape recorder/players, running shoes, skis, bicycles, and calculators are imported by the United States from foreign countries. Many performing artists and entertainers from other countries have become popular here. Karate, tai chi, and other Oriental martial arts have attracted a wide and growing following in this country.

7. Ask students what effects such cultural "borrowing" might have, both on themselves and on people in other countries. Does it add to the richness and enjoyment of life? Does it help us understand more about one another? What would life be like if all these cultural "imports" were to suddenly disappear?

RELATED RESOURCES IN THE ERIC SYSTEM

The resources described in this annotated bibliography have been entered into the ERIC (Educational Resources Information Center) system. Each is identified by a six-digit number and two letters: "EJ" for journal articles, "ED" for other documents. Abstracts of and descriptive information about all ERIC documents are published in two cumulative indexes: *Resources in Education* (*RIE*) for ED documents and the *Cumulative Index to Journals in Education* (*CIJE*) for EJ listings. This information is also accessibie through three major on-line computer searching systems: DIALOG, ORBIT, and BRS.

Most, but not all, ED documents are available for viewing in microfiche (MF) at libraries that subscribe to the ERIC collection. Microfiche copies of these documents can also be purchased from ERIC Document Reproduction Service (EDRS). Paper copies (PC) of some ED documents may also be purchased from EDRS. Information about the availability of every ED document listed is included at the beginning of the abstract, along with a code indicating the prices for both microfiche and paper copy. (The order form at the end of this section contains a key to the price code along with other information about ordering copies from EDRS.) If a document is not available from EDRS, the source and price are provided.

Journal articles are not available in microfiche. If your local library does not have the relevant issue of a journal, you may write for one or more reprints to University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48106. The following information is needed: title of the periodical or journal, title of article, name(s) of author(s), date of issue, volume number, issue number, and page numbers. All orders must be accompanied by payment in full, plus postage. Contact University Microfilms for current price information.

Anderson, Charlotte C., and Lee F. Anderson. "Global Education in Elementary Schools: An Overview." *Social Education* 41, no. 1 (January 1977), pp. 34-37. EJ 152 304.

This discussion of elementary global education covers (1) the definition and meaning of global education and (2) its objective of achieving student competence in perceiving individual involvement, making decisions, making judgments, and exercising influence.

Anderson, Charlotte C., and Barbara J. Winston. "Membership in a Global Society: Implications and Instructional Strategies." *Journal of Geography* 76, no. 1 (January 1977), pp. 18-24. EJ 152 381.

This article describes instructional strategies for stimulating students' awareness of their membership in global society. Included are learning objectives, required materials, sample letters to parents and community members, and explanations of 22 activities students might undertake in an inventory of global links in their home, school, and community.

Anderson, Lee F., and Gary L. Rivlin. "Citizenship Education in a Global Age." *Educational Leadership* 38, no. 1 (October 1980), pp. 64-65. EJ 232 157.

The authors argue that as nations become increasingly interrelated, citizenship education must include development of a global perspective.

Becker, James [M.]. "Perspectives on Global Education." *Social Education* 38, no. 7 (November/December 1974), pp. 678-682. EJ 106 513.

The author suggests that the mass media, development education, future studies, and war/peace studies are teaching approaches which give a new perspective on global studies. Guidelines are suggested for interpreting and selecting world studies materials.

Becker, James M., ed. *Schooling for a Global Age*. Dayton, Ohio: Institute for Development of Educational Activities, 1979. ED 166 126. Not available from EDRS; order from McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY 10020 ($12.50).

This book explores objectives, needs, and practices in the area of global education in elementary and secondary schools. Major purposes of the volume are to present a comprehensive, up-to-date examination of existing programs, characterize components of an ideal global education program, and provide advice to educators as they develop and implement global education programs. Major topics discussed in the nine chapters include a scenario of a visit to an imaginary world-centered school, evaluation of the impact of world events on everyday life, world-centered educational alternatives, obstacles in the path of global education perspectives, imperatives for global education programs, affective and cognitive objectives of global education for elementary schools, models of world-centered schools, international student exchange programs, and an agenda for global education action. The document concludes with an annotated bibliography arranged in six parts: (1) imperatives and issues, (2) instructional materials, (3) sources for additional materials, (4) pertinent periodicals, (5) projects, programs, and agencies, and (6) research studies.

Becker, James M. "Teaching Global Perspectives." Today's Education 69, no. 2 (April/May 1980), Social Studies Edition, pp. 37-41. EJ 226 499.

This article suggests curriculum changes in the social studies to prepare students for responsible and effective participation in a global age. Teachers should emphasize that the United States plays a large role in world affairs, introduce new issues in world politics, and address the issues of world peace and human rights.

Becker, James M., and Lee F. Anderson. "Global Perspectives in the Social Studies." Journal of Research and Development in Education 13, no. 2 (Winter 1980), pp. 82-92. EJ 233 069.

Eight kinds of curricular changes designed to make schools more effective agents of citizen education in a global age are discussed. Materials designed to globalize the content of education are listed, and four basic elements of a curriculum grounded in a global perspective are briefly described.

Branson, Margaret S[timmann]. "Building Map Skills: The Other Energy Crisis." Intercom 98 (July 1980), pp. 27-30. EJ 229 006.

As a means of helping students build map skills, the article presents information on how the energy crisis affects poor people in developing nations (lack of firewood, disappearing forests, erosion due to removal of ground cover). A global map shows the extension of desert conditions, and the article includes questions to help students analyze the map.

Branson, Margaret S[timmann], and Cathryn J. Long. "People and Planet Earth: How Humans Have Changed Their World." Intercom 87 (October 1977), pp. 10-14. EJ 168 602.

This article presents classroom activities designed to help students conceptualize the abstractions of change and time on a planetary scale. Students are asked to match drawings with brief descriptions of major changes which humans have effected.

Branson, Margaret Stimmann. "Teaching Global Law." Update on Law-Related Education 4, no. 3 (Fall 1980), pp. 24-26. EJ 235 272.

Five case studies for elementary school students which focus on modes of redress (ways in which wrongs are righted) are presented. The studies, all of which take place in foreign countries, stress the universality of law. Suggestions for using the case studies are included.

Brodbelt, Samuel. "Education for an Interdependent Future." Social Studies 70, no. 1 (January/February 1979), pp. 11-15. EJ 197 106.

The author calls for social studies teachers to emphasize future studies and the implications of growing global interdependence.

Students should learn about alternative futures, the possible decline of nationalism, overpopulation and food resources, the ecological system and natural resources, and ways of achieving interdependence.

Buggey, JoAnne, and June Tyler. "Global Education in Elementary Schools: A Selected Bibliography." *Social Education* 41, no. 1 (January 1977), pp. 50-53. EJ 152 307.

This annotated list of representative global education resources for elementary-level students and teachers includes textbooks, multimedia kits, and supplementary materials. It covers social studies series, other social studies materials, other curricular area materials, and teacher resources.

Chiodo, John J. "New Directions for Map and Globe Skills." *Curriculum Review* 19, no. 1 (February 1980), pp. 85-87. EJ 226 930.

Criticizing traditional elementary geography instruction as provincial and overly concerned with description, the author outlines five concepts of human interdependence which can be used to structure a problem-solving curricular approach. He describes how specific map and globe skills can help to develop each concept.

Classen-Bauer, Ingrid. "Education for International Understanding." *Prospects: Quarterly Review of Education* 9, no. 2 (1979), pp. 177-183. EJ 207 140.

The author recommends that young people be personally involved in the process of teaching international understanding and explains how young people should not only be taught about injustice but also moved to action by such problems as disease, hunger, and oppression. Instructional media and educational games are suggested as effective teaching methods.

Cogan, John J. "Global Education in Elementary Schools: Teacher Education." *Social Education* 41, no. 1 (January 1977), pp. 46-49. EJ 152 306.

This article focuses on the kind of teachers needed to implement global education programs in elementary school and the role of preservice and inservice teacher education programs needed to foster the development of globally minded teachers.

Cornbleth, Catherine, et al. "Toward Global Perspectives." *Social Studies Journal* 8 (Spring 1979), pp. 5-8. EJ 193 290.

The author identifies common themes underlying various approaches to global education: they are holistic, humanistic, conceptually based, and issue oriented.

Cousins, Norman. "What Does It Take to Be an Optimist?" *NASSP Bulletin* 61 (May 1977), pp. 1-7. EJ 162 132.

Cousins suggests that although we need new institutions to protect the world and the cause of freedom, those institutions will not be possible without new ideas, and ideas will not be possible without education.

Curricular Dimensions of Global Education. Harrisburg: Pennsylvania Department of Education; Philadelphia: Research for Better Schools, 1979. ED 187 629. MF01/PC10.

The document discusses the curricular implications of global studies for teachers of all subjects and grade levels, emphasizing that the global approach can facilitate the integration of knowledge. The purpose is to help educators become aware of the implications that global studies have for their special interests. It is presented in 12 chapters. Chapter 1 describes a model of an interdisciplinary global studies course. Chapter 2 presents an overview of global education in the United States. Chapter 3 offers ways to integrate science and other curriculum areas to present a realistic world picture. Chapter 4 discusses the implications for early childhood education with special reference to the Year of the Child. Chapter 5 delineates four goals which multicultural education and global studies have in common. Chapter 6 clarifies the problem of applying arts to global studies. Chapter 7 recommends action in the area of foreign languages. Chapter 8 uses a case-history approach to the curricular implications of global education in regard to school administration, structure, and climate. Chapters 9 and 10 present key concepts from the fields of health and nutrition and social studies that provide the critical issues for global studies. The concluding chapters suggest a variety of teaching strategies in the areas of mathematics and environmental concerns.

"Directory of Resources: Global/International Education." *Social Studies* 70, no. 5 (September/October 1979), pp. 195-238. EJ 211 715.

The entire issue of this journal is devoted to a directory of resources on global/international education. Information is organized according to global/international organizations; departments and agencies of the federal government; boards, commissions, and advisory groups; intergovernmental organizations; a bibliography of books, periodicals, and instructional materials; and a list of embassies in Washington, D.C.

Final Report on the Mid-America Program for Global Perspectives in Education, A. Bloomington, Ind.: Social Studies Development Center, 1979. ED 168 937. MF01/PC05. Also available from Mid-America Program, Indiana University, 513 N. Park Ave., Bloomington, IN 47405 ($6.00).

This report traces the origins of the Mid-America Program for Global Perspectives in Education (MAP), describes its accomplishments, and assesses its impact. This report comprises five chapters. Chapter 1 reviews conditions that made MAP necessary: growing global interdependence, significant growth in population and technology, and developments in educational programs in the early 1970s which emphasized study of other cultures, world affairs, and international education. Chapter 2 describes origins of the MAP program, its goals and organizational setting, initial activities, contacts and linkages, joint ventures at state and national levels, reciprocal affiliations between MAP and other organizations, MAP's teacher-associate program, work with graduate students, and communication network. Chapter 3 provides a chronological view of MAP activities in each of five states (Indiana, Illinois, Michigan, Kentucky, and Ohio) during the years 1975-78. Chapter 4 reviews and summarizes a self-evaluation of MAP performed in 1979. Chapter 5 is a summary of an outside evaluation of MAP conducted in January 1978 by the Indiana Center for Evaluation. Appendices list major MAP publications and identify requests for MAP materials by individual states and foreign countries.

"Free Classroom Materials on Energy." Social Education 43, no. 6 (October 1979), pp. 449-455. EJ 208 509.

This article describes 15 instructional packets developed by the National Science Teachers Association to present a wide range of activities encouraging elementary and secondary students' participation while introducing basic energy concepts. Title, grade level, annotations for each packet, and ordering information are included.

"Global Concerns and Your Curriculum." International Understanding at School 35 (1978), pp. 3-7. EJ 197 076.

This is a description and evaluation of a global education workshop held at United Nations headquarters in August 1977. The purpose of the workshop was to introduce educators and administrators at UNESCO-associated schools to innovative approaches and methods for teaching about global concerns and the work of the United Nations system.

Graham, Duncan. "Attitudinal Change of a Radical Sort." Independent School 40, no. 1 (October 1980), pp. 33-37. EJ 234 941.

The author maintains that the "interrelationship of knowledge through transdisciplinary studies" is vital to bringing a global perspective into U.S. schools. He suggests a need for faculty education, international exchange, civic education, and appropriate courses, activities, and materials in order to improve our international studies education.

Hanvey, Robert G. Possibilities for International/Global Education: A Report. New York: Global Perspectives in Education and Institute for International Education, 1979. ED 174 529. MF01/PC02.

To provide an overview of the objectives, practices, and needs of international/global education programs in elementary and secondary schools, this report investigated four areas--successful international/global programs, curriculum opportunities, teacher commitment, and opportunities in nonschool education. Information is based on approximately 150 unstructured telephone interviews with educators and consultants in social studies, foreign languages, and science; school administrators; journalists; museum directors; and personnel in state economic development agencies. The paper is presented in two major sections. Section 1 presents programs and outlines opportunities for program development. Major observations are that current programs are often directed by teachers in spite of local disinterest or hostility and are generally not of particular interest to parents and administrators. Opportunities for program improvement are seen in such areas as using audiovisual materials to increase student interest, encouraging teacher cooperation in developing a core curriculum in global studies, and promoting interdisciplinary studies with a global focus. Section 2 gives recommendations which include opening lines of communication between teachers,

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documenting international/global programs, sponsoring a national conference on international/global education, and developing international components of law-related and moral education.

Hickman, Warren L., and Roy A. Price. "Global Awareness and Major Concepts." Social Studies 71, no. 5 (September/October 1980), pp. 208-211. EJ 235 203.

The authors explain the relevance of a global approach for social studies, identify ways in which teachers can cooperate to bring a global perspective to social studies, and list major global concepts, including interdependence, interrelatedness, use of resources, international monetary systems, environmental deterioration, technological change, and modernization and development.

Hoopes, David S. Intercultural Education. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1980. ED 187 626. MF01. PC not available from EDRS; order from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).

This document discusses current goals, problems, priorities, and curricular approaches to intercultural education. Traditionally, international education looked at the world in segments. It stressed gathering information about separate cultures and analysis of power relationships. Now, however, the concept of a global society is emerging. One recent event that made people realize that the world is interdependent was: the oil embargo. In order to understand why the Arabs behaved as they did we had to find ways to see the world from their perspective. The ability to project oneself into the mind of another is a critical skill which intercultural education must teach to help people move from the local or microculture to the national or macroculture to the global culture. Broadly speaking, the aim of intercultural education is to prepare students to cope with global interdependence and cultural pluralism. Problems facing intercultural education include deeply embedded assumptions about cultural values and resistance from some segments of educational leadership. Priorities in the field include the development of specialists and the introduction of intercultural education experience into teacher-training courses and research. Some classroom curricular approaches now focus on world issues, global concepts, cultural and value awareness, and experiential learning.

Internationalize Your School: A Handbook. Boston: National Association of Independent Schools, 1977. ED 137 200. MF01. PC not available from EDRS; order from National Association of Independent Schools, 4 Liberty Square, Boston, MA 02109 ($2.00).

This handbook provides information to assist elementary and secondary schools in becoming more international in their approach to and in the content of their curriculum. It is directed to teachers and students as well as administrators. An initial section summarizes 119 responses to a questionnaire mailed to members of the National Association of Independent Schools in 1976. Results indicate that many are interested in international/global education, but few presently use an international curriculum in any specific subject. In a section directed toward students interested in study abroad, there are eight questions to consider and a list of 23 international programs. The descriptions include grade level, length of program, type of schedule, and participating countries. A section for teachers discusses the philosophy and methodology of global studies. Model frameworks for developing curriculum units are presented. Frameworks are provided for five topics on the historical dimension of global studies, planetary environment, futuristics, conflict resolution, and global population and resources. The handbook concludes with a directory of 43 organizational resources such as American Friends Service Committee, Institute for World Order, and Office of Intercultural Education. These organizations sponsor programs, publish curriculum materials, and encourage cooperation among schools and nations.

King, David C. "Are We Meeting the Challenge?" Intercom 96/97 (February 1980), pp. 13-15. EJ 222 578.

The author reviews educational responses to accelerating world change. He argues that educators must be concerned not only with students' knowledge about major world events but also with their ability to see from a global perspective and to cope with the uncertainties and frustrations of the future.

King, David C., et al. "Education With a Global Perspective: Avenues for Change." Intercom 84/85 (November 1976), pp. 9-31. EJ 147 265.

This article discusses educational needs in a rapidly changing world and suggests some ideas for development of education with a global perspective. The goals of global education are identified, and specific competencies which will improve people's chances of participating effectively in the world system are discussed.

King, David C. "A Global Perspective in American Education: Programs in Action." Intercom 96/97 (February 1980), pp. 23-42. EJ 222 576.

These brief articles discuss global education with reference to local educational initiatives and needs, new textbooks, instructional materials, and resources. Inservice programs, university programs, and a global education project curriculum for elementary and secondary schools are also described.

King, David C. "Global Perspectives in Education: Questions People Ask." Intercom 96/97 (February 1980), pp. 43-61. EJ 222 575.

King discusses 20 questions commonly asked when educators express a need for a global approach in education. Questions focus on defining the term, relating it to the schools, its place in the curriculum, and implementation procedures.

King, David C. Suggestions for Curriculum Development on Interdependence: Part A, K-3, and Part B, 4-6. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. ED 135 691. MF01/PC02.

These topics and ideas for implementing global perspectives on interrelatedness into the elementary social studies curriculum are intended for selective use by teachers. Their objectives are to help students become aware of global interdependence and the implications and problems which accompany global interdependence. Section 1 presents ideas for curriculum development on global interrelatedness for grades K-3. Specific objectives and a background discussion are followed by a topic and idea outline of concepts, among them family life, people and communities, cities and city life, and people and the environment. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section 2 presents suggestions for curriculum development on the topic of interdependence for grades 4-6. Specific objectives and a background discussion are followed by a topic and idea outline, as in section 1. The six topics are technology, economy, comparing cultures or world regions, American history, modern society, and environmental studies. Activities, key questions, and concepts for each topic are presented.

Kinghorn, Jon Rye. Inventory of Teacher Recommendations. Dayton, Ohio: Charles F. Kettering Foundation, 1979. ED 173 246. MF01. PC not available from EDRS; order from Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton, OH 45429 (free).

An inventory to identify the actions, attitudes, and goals that a school staff feels are important in helping the school population become globally oriented is presented. Teachers rate their feelings about statements relevant to global education on a scale of positive/neutral/negative. Section 1 is on adult actions, attitudes, and goals. Section 2 comprises statements on student actions, attitudes, and goals. Section 3 provides space for teachers to add their own statements and outlines possible steps for achieving global awareness in the school community.

Kinghorn, Jon Rye, and William P. Shaw. Handbook for Global Education: A Working Manual. Dayton, Ohio: Charles F. Kettering Foundation, 1977. ED 150 087. Not available from EDRS; order from Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton, OH 45429 (one copy free; additional copies $4.00 each).

This handbook gives step-by-step directions for planning and conducting a five-day workshop in the area of international or global education. Although it is designed for educators of K-12 students, the guide can be adapted for use by leaders of church or other community organizations. The preface stresses that it is essential to have received workshop training before attempting to implement this program. The handbook explains how to organize small working groups which develop "we agree" statements of values and goals. This group consensus approach stresses the importance of setting clearly understood and attainable goals for school or community groups who plan to implement programs of global awareness. Workshop goals include becoming better acquainted with participants, learning to respect others' values, experiencing group-dynamics skills and interdisciplinary group planning skills, realizing the impact of global issues on the community and individuals, and establishing a plan for continued study and implementation of global education. Each chapter in the manual explains how to schedule each of the five days during the workshop.

Konick, Marcia. "A Network for Development of Global Education." Indiana Social Studies Quarterly 32, no. 2 (Fall 1979), pp. 12-23. EJ 213 431.

This article provides a rationale for global studies at all levels of education and identifies various governmental agencies and private organizations which have developed programs and/or materials on global education. Recommended also are teacher workshops on global issues and involvement by community members in global education programs.

Lawson, Elizabeth. "Around the World in Just One Day." School Arts 79, no. 3 (November 1979), pp. 60-61. EJ 222 794.

Lawson describes a schoolwide project for grades 4-6 in which students combined social studies, library research, art activities, music, and dance to present an international festival.

Marker, Gerald W. "Global Education: An Urgent Claim on the Social Studies Curriculum." Social Education 41, no. 1 (January 1977), pp. 12-19. EJ 152 301.

Population, food, and energy are discussed here as concerns that warrant global education. Five optional views of global issues are presented as choices for educators to uphold in curriculum design.

Mehlinger, Howard D., et al. Global Studies for American Schools. Washington, D.C.: National Education Association, 1980. ED 183 456. MF01. PC not available from EDRS; order from National Education Association, 1201 16th St., N.W., Washington, DC 20036 ($4.50).

This book provides a rationale for teaching global studies, offers six model lessons, suggests how teachers can assess their own global studies programs, and cites additional resources for global studies. It is presented in four chapters. Chapter 1 states the rationale as the need to develop a global perspective in order to understand and function effectively in the world today. Schools have the primary responsibility for this development. Chapter 2 offers six lessons designed for junior high school students which can be adapted for elementary or secondary students. Topics cover the relationship between human society and the natural environment, communication, benefits and problems of industrialization, energy, differing cultural life styles, and human rights. Each lesson includes an introduction, objectives, suggested procedures, and student materials. Techniques include reading, discussion, role play, research, simulation, debate, and gaming. Chapter 3 discusses program evaluation and provides a checklist. It also discusses student evaluation, offering suggestions for establishing objectives in four areas: knowledge, abilities, valuing, and social participation. The final chapter lists selected resources for global studies, citing general publications, organizations, catalogs, guides, and directories. It provides checklists for helping teachers to identify possible resources in their own community and to evaluate materials for classroom use.

Mitsakos, Charles L. "A Global Education Program Can Make a Difference." Theory and Research in Social Education 6, no. 1 (March 1978), pp. 1-15. EJ 178 559.

Mitsakos reviews an evaluation of the "Family of Man" social studies program for elementary global education and summarizes the rationale for the evaluation study, unique characteristics of the program, materials and treatment groups, assessment instruments, findings, and conclusions.

Mitsakos, Charles L. "National Association of Elementary School Principals. Global Education Project: Evaluation Report." ED 180 904. MF01/PC02.

This report evaluates a global education project which was carried out during the 1978-1979 school year by 18 teachers from six elementary schools in Virginia, Maryland, and the District of Columbia. The project staff aimed at incorporating a global education approach into social studies classes involving over 400 students in grades 1 through 6. This study was undertaken to assess the effect of the project on teacher attitudes and teaching behavior, the impact of a global education dimension on student attitudes toward other nations and other peoples, and the degree of student ethnocentrism. Measurement instruments used in pre- and post-tests were the Global Education Attitude Scale (designed to measure ethnocentrism) and the Global Education Teaching/Learning Questionnaire (developed to gather data on global education teaching, materials, and activities). Data were statistically analyzed. Findings indicated that students did change their attitudes in a positive direction as a result of participating in the project and that teachers became more interested in and spent more time teaching about global topics. In addition, students developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and other peoples. Conclusions are that a global education program can make a difference and can be successfully integrated into an existing social studies program.

Morris, Donald N. "Global Education in Elementary Schools: Implications for Curriculum and Instruction." *Social Education* 41, no. 1 (January 1977), pp. 38-45. EJ 152 305.

This article discusses (1) how to introduce young children to global concepts, (2) how to choose instructional materials that further global concepts, and (3) how a child's viewpoint can affect his or her perception of global concepts.

Morris, Donald N. *Teaching About the Child and World Environment: Elementary Teacher's Kit*. New York: United Nations Children's Fund, 1976. ED 130 927. MF01. PC not available from EDRS; order from School Services, U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016 (Kit no. 5420, $2.50).

Three environmental education units relating environmental concerns to elementary school students' own experiences are described in this materials packet. Emphasis is on helping students become more sensitive to the human and personal dimensions of environmental problems. Designed to teach children about themselves and their air, water, and land environments in an increasingly interdependent world, the units focus on such natural disasters as earthquakes, floods, weather upsets, pollution, and scarcity of natural resources. Each unit specifies objectives, materials, grade levels, and teaching procedures; supplies history briefs of related materials; defines terms where necessary; and provides a summary and footnotes. Activities include simulating an earthquake and a simple watershed, discussing environment-oriented articles from the newspaper, cutting out natural objects from construction paper, testing for bacteria, making models of geographic areas, and listening as the teacher reads stories of natural disasters. Several articles which appeared in *UNICEF News* and a wall sheet that are part of this kit are available from the publisher but are not included on the microfiche.

Morris, Donald N. "Teaching Global Interdependence in Elementary Social Studies: Old Concept--New Crisis." *Social Education* 38, no. 7 (November/December 1974), pp. 672-677. EJ 106 512.

Focusing on elementary education, this article examines some of the pitfalls found in textbooks dealing with global interdependence. Suggestions are made on how to avoid these mistakes and involve students in activities outside of the textbook.

Muller, Robert. "The Need for Global Education." *International Understanding at School* 35 (1978), pp. 9-11. EJ 197 077.

The author stresses the need to add moral and spiritual dimensions to global education in order to counterbalance the current accent on material and intellectual achievement. He examines the role of the United Nations in educational development around the world--specifically in teaching about global problems, interdependency, alternative futures, and international institutions.

Nathan, James A., and Richard C. Remy. "International Socialization: Directions for Future Research." *International Journal of Political Education* 1, no. 1 (September 1977), pp. 21-32. EJ 168 608.

This article addresses two questions regarding international socialization among children: Why is children's international political learning important? What are central problems of interest for an investigator of international learning? Directions for future socialization are suggested.

Naylor, David T. "Enhancing Global Understanding: A Call for Cooperation." Paper presented at the annual meeting of the National Council for the Social Studies, Houston, November 1978. ED 175 757. MF01/PC01.

Naylor argues that social studies education will improve if educators favoring global education and law-related education replace counterproductive competition with mutual respect and cooperation. As two of the many curricular approaches clamoring for a just share of elementary and secondary school social studies programs, global education and law-related education have much in common. For example, both are supported by interest groups composed of educators and content experts, both became frequent course offerings in the wake of the "new" social studies, and both stress reflective inquiry. Educators will improve social studies education if they use goals, competencies, and approaches common to global education and law-related education as a basis for cooperation in developing curriculum. Specific competencies relevant to both approaches include perceiving individual involvement in a global society, making decisions, making judgments, and exercising influence. A framework centered on such concepts as power, justice, liberty, property, equality, authority, freedom, and responsibility would be equally relevant to law-related education and global education.

O'Brien, Lynne, and William E. Pulliam. "Media and the Global Citizen." *Social Education* 42, no. 7 (November/December 1978), pp. 624-29. EJ 189 419.

The authors review and evaluate media products from a variety of disciplines which are intended to help students understand environmental problems from a global perspective. Products are organized into four topics: our place in the universe, our place in nature's system, when systems break down, and restoring harmony in earth's systems.

Piel, Joe. "Teaching About Science, Technology, and Society in the Social Studies." *Social Education* 43, no. 6 (October 1979), pp. 446-48. EJ 208 588.

This article presents two elementary and two secondary teaching strategies related to food and energy as global issues: a survey of energy use; an exercise about food, society, and technology; an energy and water survey; and a discussion and experiments concerning food and technology.

Popkewitz, Thomas S. "Global Education as a Slogan System." *Curriculum Inquiry* 10, no. 3 (Fall 1980), pp. 303-316. EJ 234 161.

While applauding multiculturalism, the author of this article suggests that global education may serve as a pedagogical device for encouraging students to accept uncritically various political assumptions, rules, and biases.

Report From the Mid-America Program, 1974-1978, A. Bloomington, Ind.: Social Studies Development Center, 1979. ED 168 396. MF01/PC02. Also available from Mid-America Program, Indiana University, 513 N. Park Ave., Bloomington, IN 47405 (free).

The Mid-America Program for Global Perspectives in Education (MAP) was developed to prepare global curriculum materials, hold conferences for teachers, cooperate with other educational agencies, and help educational programs adjust to realities of a fast-changing world. Initiated in 1974 with a grant from the Lilly Foundation to the Social Studies Development Center (SSDC) at Indiana University, MAP focused on promoting global education in Illinois, Indiana, Kentucky, Michigan, and Ohio. Initial activities included a survey of social studies teachers' needs, preparation of a directory of resource personnel, and planning meetings with key individuals in each of the five states. Special efforts were made to work with the people in charge of social studies programs at the state level. MAP's activities from January 1975 through December 1978 include data collection and dissemination, distribution of a statement of purpose, improved communications through newsletters, development of teaching units, publication of papers aimed at clarifying goals of global education, attendance at state, regional, and national conferences, and publication of a resource bibliography. An evaluation performed by the Indiana Center for Evaluation in January 1978 found that MAP's activities and leadership were generally well regarded, but there was some concern about MAP's ability to understand local communities' needs.

Richardson, Robin. "Learning in a World of Change: Methods and Approaches in the Classroom." *Prospects: Quarterly Review of Education* 9, no. 2 (1979), pp. 184-196. EJ 207 141.

The author recommends that teachers use a curriculum development project (the World Studies Project) to help students increase their understanding of such global affairs as human rights, economic order, disarmament, the world environment, and the law of the sea. Activities and objectives of the project are presented, and ordering information for additional project activities and publications is included.

Ross, E. Lamar. "Multicultural Education: Educating for World Citizenship." *Trends in Social Education* 24, no. 1 (February 1977), pp. 5-10. EJ 168 577.

This article points out that because mass communication and transportation are bringing the world and all cultural groups into the personal experience of students, teachers must avoid misperceptions and stereotypes when teaching students of diverse cultural backgrounds about other cultures.

Rowley, Anne. "International Education in the Year of the Child." *Georgia Social Science Journal* 10, no. 3 (Fall 1979), pp. 8-9. EJ 213 453.

Rowley emphasizes the need for global education within the social studies curricula and identifies concepts which should be included. Teaching methods and resources are suggested.

Ryan, Frank L. *The Social Studies Sourcebook: Ideas for Teaching in the Elementary and Middle School*. Boston: Allyn and Bacon, 1980. ED 180 924. Not available from EDRS; order from Longwood Division, Allyn and Bacon, 470 Atlantic Ave., Boston, MA 02210 ($14.95).

This book presents 477 classroom activity suggestions for elementary and middle-school teachers which reflect current social studies instructional thinking. The objectives are to promote greater understanding of the instructional topics presented and to encourage a commitment to integrating current instructional trends into personal classroom practices. The book is divided into four sections. Section 1 offers 198 suggestions for teaching social studies skills. Subcategories covered, along with a rationale for each, are thinking processes; student research; informational skills; maps, globes, and space utilization; time and chronology; and listening. Section 2 gives 64 activity suggestions encouraging examination of social studies concepts, including rules, conflict, goods and services, learning, communication, and technology. Section 3 deals with 198 activities for such social studies topics as career education, global education, environmental education, human equality, school, and news and newspapers. Section 4 offers 19 activities relating to the affective/evaluative domain which focus on self-esteem and self-awareness. Each section begins with a rationale and then lists and describes various teaching suggestions, including teaching procedures, materials needed, and examples or illustrations. A subject cross-index of the sequentially numbered activities concludes the book.

Schaeffler, Walter S. "Teaching for Global Understanding." *Indiana Social Studies Quarterly* 32, no. 2 (Fall 1979), pp. 5-11. EJ 213 430.

The author explains why global education programs are needed at all educational levels. Reasons include international interdependence, rapid communication, and the likelihood that students will one day travel to a foreign country. Methods should involve mass media, community resources, language study, stress on intercultural sensitivity, and the case-study method.

"Science and Social Studies." *Science and Children* 17, no. 4 (January 1980), pp. 22-23. EJ 216 678.

Examined here are teaching possibilities for developing learning activities to satisfy the objectives of global education. Included is a list of materials to aid teachers in instilling a sense of global awareness in their students.

Tashjian, Michi, et al. "Terra--A School's Venture Into Interdependence." *Independent School* 38, no. 3 (February 1979), pp. 11-15. EJ 207 536.

To create a feeling of school unity and to reinforce the concept of human interdependence, the teachers of Friends' Central School planned Project Terra, a six-week school-wide activity. With the school viewed as a mythical planet, classes designed their own cultures and interacted as nations. This article describes that project.

Wheeler, Ronald, and Mary L. Clifford. "Toward a Theory of Global Education." *Social Studies* 70, no. 4 (July/August 1979), pp. 186-89. EJ 207 131.

The authors discuss global education from an attribution theory perspective. (*Attribution* describes the process in which inferences about human behavior are made.) The three stages of attribution processing--observation of the action, judgment of intention, and making a dispositional attribution--aid in diagnosing the instructional situation and in clarifying the teacher's role.

Wicks, Raymond E. "Global Education: The Why and How of It." Keynote address at the annual meeting of the Alabama Council for the Social Studies, Mobile, December 1979. ED 183 487. MF01/PC01.

The theme of this address was that the primary aim of global education in the elementary and secondary schools is to prepare students for responsible citizenship in a present and future global society. Global education is based on the propositions that the extent of interdependence in the contemporary world is such that we can speak of a global society, that students can be educated for responsible participation in a global society, and that the schools have the responsibility for educating citizens for this extended citizenship. World interdependence becomes obvious as decisions and actions by nations, nongovernmental agencies, and individuals increasingly affect everyone. A variety of political, economic, and social units characterize the global age. The media, the volume of world trade, foreign investments, the existence of multinational corporations, and the foreign tourist trade also typify a global world. The challenge to the social studies is to develop in students the capacity to perceive and understand the sources of differences, to identify long-term and global consequences of individual decisions, and to be sensitive to the interests of others in a transnational and transgenerational manner. Students must also develop the capacity to perceive alternative responses to situations and learn the skills of exercising influence in public affairs. Finally, the global education program must be responsive to the changing conditions of the world.

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SOURCES OF INFORMATION AND MATERIALS FOR TEACHERS AND STUDENTS

Many of the regional, national, and international organizations that focus on education or on one or more global issues offer resources and services that can be useful in teaching about such issues. The available materials range from actual student activities and readings to background information that can be used by teachers to enhance their own knowledge or to construct their own units of study. The services offered include resource collections, teacher-training workshops, and consulting services to schools and school districts. Some organizations that can provide assistance to intermediate-grade and middle-school teachers who want to deal with global issues are listed below, along with very brief general descriptions of the types of resources they offer. For detailed information, please contact the individual organizations; all offer free brochures or catalogs describing their materials and services.

Association for Childhood Education International, 3615 Wisconsin Ave. NW, Washington, DC 20016 (202/363-6963). Portfolios of resources for teachers.

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 (703/549-9110). Resources for teachers and supervisors.

Center for Conflict Resolution, 731 State St., Madison, WI 53703 (608/255-0479). Bibliographies of resources (free), newsletter, workshops for teachers.

Center for International Programs and Comparative Studies, Cultural Education Center, New York State Education Department, Albany, NY 12230 (518/474-5801). Services and materials for teachers, especially in (but not limited to) New York State.

Center for Peace and Conflict Studies, 5229 Cass Ave., Detroit, MI 48202 (313/577-3453 or 577-3468). Resources for teachers, publications for children on human rights.

Center for Teaching International Relations, University of Denver, Denver, CO 80208 (303/753-3106.) Resources for teachers, classroom materials.

Center for World Education, College of Education and Social Services, 229 Waterman, University of Vermont, Burlington, VT 05405 (802/656-2030). Workshops and consultation services for teachers in Vermont.

ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, CO 80302 (303/492-8434). Reference sheets (free), computer searches of the ERIC system and other data bases.

Global Education Associates, 552 Park Ave., East Orange, NJ 07017 (201/675-1409). Workshops for teachers, publications.

Global Learning, 40 S. Fullerton Ave., Montclair, NJ 07042 (201/783-7616). Teacher-training workshops, resource library.

Global Perspectives in Education, 218 E. 18th St. New York, NY 10003 (212/475-0850). Resources for teachers, directory of organizational resources, school service program, classroom activities, other publications.

Institute for Peace and Justice, 2913 Locust St., St. Louis, MO 63103 (314/533-4445). Resources for teachers and students.

Institute for World Order, 777 United Nations Plaza, New York, NY 10017 (212/575-5060). Directory of organizational resources and materials for teaching about peace and conflict resolution (free), curriculum guide, other publications.

Joint Council for Economic Education, 1212 Ave. of the Americas, New York, NY 10017 (212/582-5150). Resources for teachers and students.

Mid-America Program for Global Perspectives in Education, 513 N. Park, Indiana University, Bloomington, IN 47405 (812/337-3838). Resources and services for teachers in the Midwest.

National Council for the Social Studies, 3615 Wisconsin Ave. NW, Washington, DC 20016 (202/966-7840). Resources for teachers.

National Education Association, 1201 16th St. NW, Washington, DC 20036 (202/833-4000). Resources and services for teachers.

Overseas Development Council, 1717 Massachusetts Ave. NW, Suite 501, Washington, DC 20036 (202/234-8701). Background resources for teachers.

Population Reference Bureau, 1337 Connecticut Ave. NW, Washington, DC 20036 (202/785-4664). Background materials for teaching about world resources.

Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (303/492-8154). Resources for students and teachers.

Social Studies School Service, 10,000 Culver Blvd., P.O. Box 802, Culver City, CA 90230 (213/839-2436). Print and nonprint materials for students and teachers. (This commercial book jobber distributes materials developed by a wide variety of publishers and organizations.)

United Nations Association of the U.S.A., 300 E. 42nd St., New York, NY 10017 (212/697-3232). School service program, bibliographies, newsletter, workshops and materials for teachers.

U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016 (212/686-5522). School service program, workshops and resources for teachers, classroom activity kits.

World Future Society, 4916 St. Elmo Ave., Washington, DC 20014 (301/656-8274). Workshops for teachers, publications, book service.

World Without War Council, 175 Fifth Ave., 21st Floor, New York, NY 10010 (212/674-2085). Publications, workshops, and materials for teaching about peace and conflict resolution.

STUDENT HANDOUTS

1a. Clothing (Activity 1)

3a. The All-American Kid, Version 1 (Activity 3)
3b. The All-American Kid, Version 2 (Activity 3)
3c. Sources of Ideas and Products (Activity 3)

4a. Map of Continental United States (Activity 4)

5a. Our Shrinking World (Activity 5)

7a. Peanutty States of America (Activity 7)
7b. They Say "Nuts" to Peanut Butter Crunch (Activity 7)
7c. Peanut Production in Selected Nations, 1980-1981 (Activity 7)
7d. Where in the World are the Peanuts? (Activity 7)
7e. Herbie the Health Nut's Healthy Recipes (Activity 7)

8a. Ambassador Cards (Activity 8)
8b. Sources of Petroleum Imports (Activity 8)

9a. Fill 'er Up (Activity 9)
9b. Fill 'er Up Worksheet (Activity 9)
9c. Bus and Subway Fares Around the World (Activity 9)

10a. Corporations Around the World (Activity 10)

11a. International Road Signs (Activity 11)
11b. Rules and Messages (Activity 11)

12a. What Are the Rights of a Child? (Activity 12)
12b. U.N. Declaration on the Rights of the Child (Activity 12)

13a. Where in the World Is This? (Activity 13)
13b. Where in the World Is This? Worksheet (Activity 13)

14a. Big Mac Around the World (Activity 14)
14b. Big Mac Around the World (Activity 14)
14c. Big Mac Around the World (Activity 14)
14d. Big Mac Around the World (Activity 14)
14e. Big Mac Around the World (Activity 14)
14f. Big Mac Around the World (Activity 14)
14g. Big Mac Around the World (Activity 14)
14h. Big Mac Around the World (Activity 14)
14i. Big Mac Around the World (Activity 14)
14j. Big Mac Around the World (Activity 14)
14k. Where Did This Ad Come From? (Activity 14)

BEST COPY AVAILABLE

Handout 1a

GLOBINGO

Find someone who:

A. has traveled to some foreign country

B. has a pen pal in another country

C. is learning a foreign language

D. has a relative in another country

E. has helped a visitor from another country

F. enjoys a music group from another country

G. is wearing something that was made in another country

H. enjoys eating foods from other countries

I. can name a famous sports star from another country

J. has a family car that was made in another country

K. has talked to someone who has lived in another country

L. lives in a home where more than one language is spoken

M. saw a story about another country in the newspaper recently

N. learned something about another country on TV recently

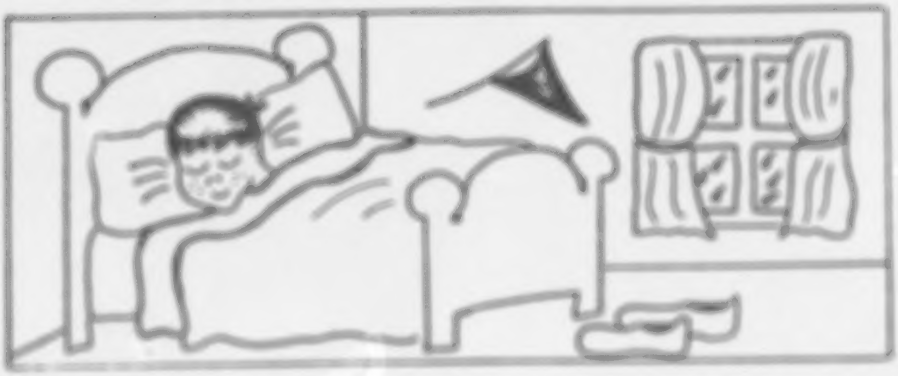
O. owns a TV or other appliance made in another country

P. has a parent or other relative who was born in another country

A ________ name ________ country	B ________ name ________ country	C ________ name ________ country	D ________ name ________ country
E ________ name ________ country	F ________ name ________ country	G ________ name ________ country	H ________ name ________ country
I ________ name ________ country	J ________ name ________ country	K ________ name ________ country	L ________ name ________ country
M ________ name ________ country	N ________ name ________ country	O ________ name ________ country	P ________ name ________ country

Handout 3a

THE ALL-AMERICAN KID, VERSION 1



Our young American wakes up in the morning, throws back the covers, and gets out of bed. He puts on his slippers and goes into the bathroom, where he washes with soap and water. Returning to his bedroom, he takes off his pajamas and starts to dress for school. He looks out his window and sees that the weather is cold and rainy, so he picks out clothing that will keep him warm. Downstairs in the kitchen, he eats a bowl of cereal and drinks a glass of milk. He runs upstairs again to brush his teeth. Then he puts on his jacket and cap, picks up his books and papers, and heads out the door to the bus stop.

Handout 7b

THE ALL-AMERICAN KID, VERSION 2

Our young American wakes up in the morning in a warm bed (built from a design going back to the ancient Middle East which was modified in northern Europe before being exported to America). He throws back the sheet (made of cotton, first grown and domesticated in India) and blanket (made of wool from sheep first tamed and herded in the Middle East, probably in what is now Iraq). Wearing his favorite pajamas (like those still worn in the hot tropical climates of India), he puts on his slippers (much like the moccasins used by Indians of the eastern United States and Canada) and goes into the bathroom (a more-recent development of our European ancestors), where he washes with soap (invented by the ancient Gauls of present-day France, lightly scented with perfume first used in the Near East). Returning to his bedroom, he removes his clothing from the back of a chair (the same type found in Southern Europe) and starts to dress for school. He puts on his clothes (much like those originally used by nomadic tribes of central Asia) and shoes (made from skins tanned by a process invented in ancient Egypt). At breakfast, he eats a bowl of cereal (made from grains first grown in the Middle East—oats, wheat, bran, or corn first domesticated by Indians of the Southeast United States and Mexico) and drinks a glass of milk (from cows first domesticated in the Middle East). He runs upstairs again to brush his teeth. Then he puts on his jacket (made of wool from the Middle East) and cap (invented in central Asia), picks up his books and papers (first developed in ancient China), and heads for the bus stop.

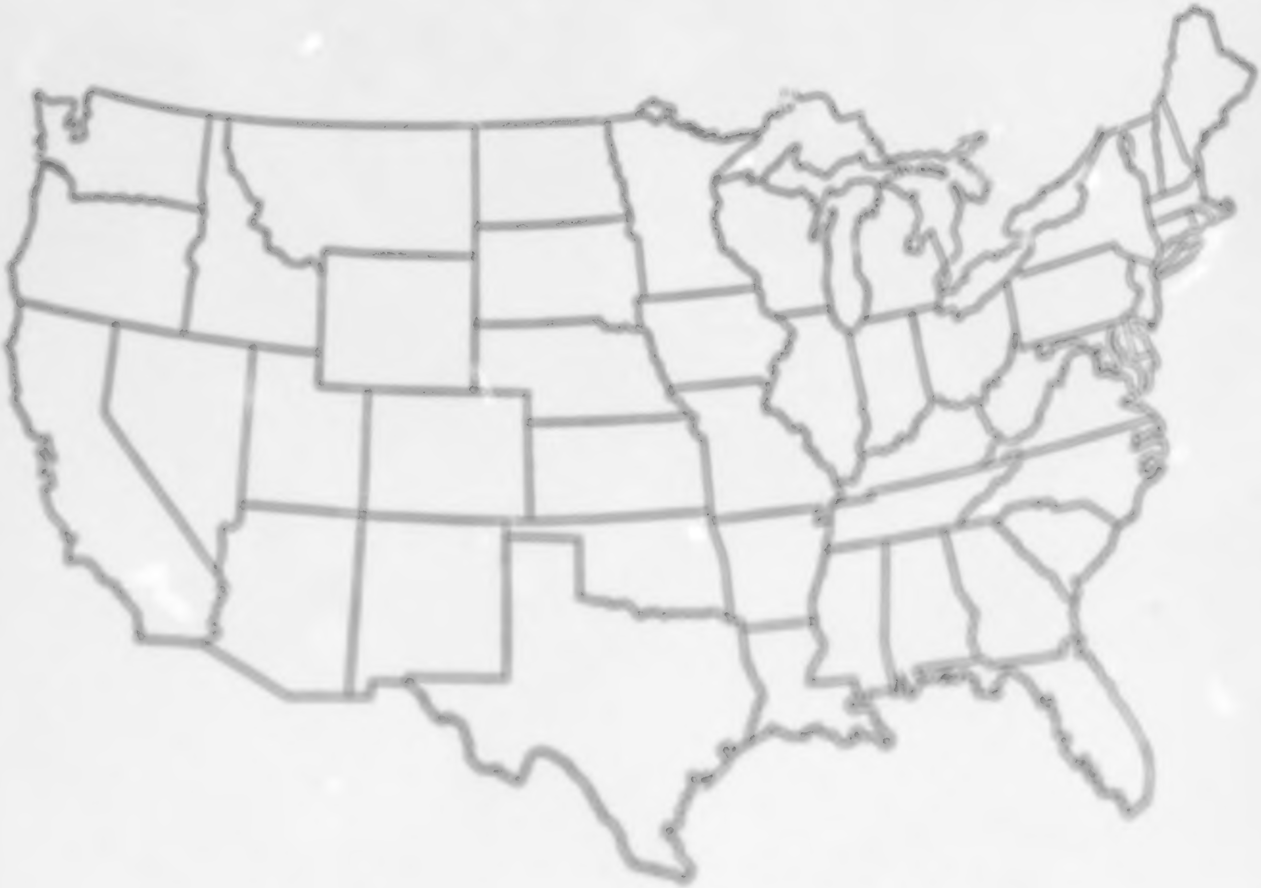
Handout 3c

SOURCES OF IDEAS AND PRODUCTS

Idea/Product	Original Source
1. Bed	________________
2. Sheet	________________
3. Blanket	________________
4. Pajamas	________________
5. Slippers	________________
6. Bathrobe	________________
7. Soap	________________
8. Chair	________________
9. Clothing	________________
10. Shoes	________________
11. Cereal	________________
12. Milk	________________
13. Jacket	________________
14. Cap	________________
15. Paper	________________
16. ________	________________
17. ________	________________
18. ________	________________
19. ________	________________
20. ________	________________

Handout 4a

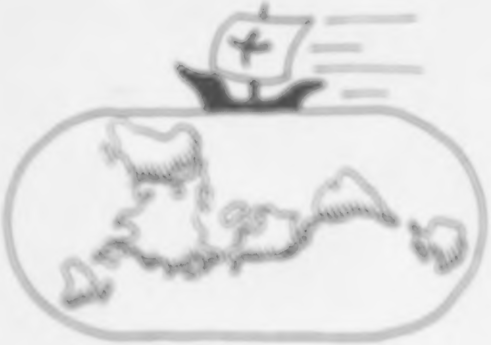
MAP OF CONTINENTAL UNITED STATES



Handout 5a

OUR SHRINKING WORLD

As the speed of transportation increases and travel time decreases, the relative size of the world continues to shrink.



1750: The best average speed of horse-drawn coaches on land and sailing ships at sea was approximately 10 miles per hour.

1850: Steam locomotives averaged 65 mph, while steamships averaged 36 mph.

1950: Propeller-driven aircraft averaged 300-400 mph.

1960: Jet passenger aircraft averaged 500-700 mph.

2000: The next step in transportation systems (?).

Handout 7a

PEANUTTY STATES OF AMERICA

Handout 7b

THEY SAY 'NUTS' TO PEANUT BUTTER CRUNCH

By Dana Parsons

Denver Post Staff Writer

Peanut butter is on people's lips these days instead of the roofs of their mouths where it belongs. And they are talking about it as a long-lost friend.

A peanut shortage has caused major cutbacks in peanut butter production. That means grocery shelves either are empty or the peanut butter in stock costs much more than last year.

"Mother Nature decided we were all getting too fat, so we had a drought last year," said a buyer for one supermarket chain. Because demand greatly exceeds supply, an 18-ounce jar of a popular brand now sells for $2.21, compared with $1.42 last September. That's up 55 percent in four months.

Nancy Shaw has three teenagers, and they must have their peanut butter. "Is he a peanut butter lover?" she asked Tuesday as she shopped with her 18-year-old son, Brian. "How do you think he got to be that size?"

Brian, 5-foot-11 and 193 pounds, confessed he likes peanut butter. "I told him I think he likes peanut butter more than he likes girls," Mrs. Shaw said.

Why is the gooey stuff so revered? "The spreadability is beautiful," Mrs. Shaw said. "It can tear the bread, but if you put margarine or butter on the bread, it doesn't stick to the roof of your mouth or tear the bread so badly."

The great thing about peanut butter, she said is that you can do so much with it. She had a cousin who mixed it with the chopped liver instead of chicken fat, just to cut down on the oil.

Reprinted from the February 4, 1981 issue of the Denver Post, by permission of Dana Parsons and the Denver Post.

"Take my word for it as a mother of three teenagers. Take some bread and put some peanut butter on it and slice a banana on it. Taste it. You'll like it."

Linda Yakush doesn't need to be sold on the marvels of peanut butter. She recently moved from Seattle, and when she couldn't get the brand she wanted in Denver, she had a friend's husband bring her a 6-pound tub of it from Seattle.

"I really missed that peanut butter," she said.

"When you want peanut butter, you want peanut butter," she said flatly. "There's nothing else that quite hits the spot. I like to dip carrots in it."

William Emerich has a different tale of woe. "I'm in the peanut end of it," he said glumly.

As president of Consolidated Brokerage Ltd., Emerich buys raw peanuts in the shell and sells them to wholesalers. Last August, they were 39 cents a pound. "Now they're $1.30, if you can find them."

"What's so terrific about peanuts is that other nuts have been high-priced for years. Peanuts have had increases, but nowhere near as substantial as other nuts.

"Because of inflation, people had been sitting home, watching TV and they were eating peanuts. It's very very low-priced entertainment. Now all of a sudden, they don't have peanuts to eat. This is hard for them to believe."

To Emerich, the loss is more than a business setback. "There's something about our American society that when you go to a sporting event or you're sitting home, you reach for a handful of peanuts. It doesn't cost that much, they've got protein and they're very healthful. Now, they're not there to reach for."

Safeway Stores spokesman John Shephard said his company's stores are receiving less than half their usual shipment of peanut butter.

"We've had calls from customers, blaming the peanut butter situation on Jimmy Carter," he said. "I'm not sure what the logic is--it escapes me. Some think he's behind it and they're obviously joking. Others are not."

The only relief in sight for peanut butter lovers is from foreign imports, which would be ironic, because America is one of the few peanut-growing countries that eats peanut butter, said Perry Russ, president of the National Peanut Council.

From its creation in the late 1890s by an obscure St. Louis doctor, who gave it to his infirm and invalid patients, to the modern day, peanut butter has occupied a special place in American life, Russ said.

"By many, many surveys, when a child picks his favorite sandwich, inevitably it's going to be peanut butter," Russ said.

Mothers like it because two peanut butter sandwiches and a glass of milk fills 83 percent of a growing child's daily protein needs, Russ said.

And moms and kids like it for another reason, he added. "A 6-year-old can make his own peanut butter sandwich. Give him some bologna and he can tear it before he makes the sandwich. But he can spread the peanut butter."

And perhaps most important, as Mrs. Shaw said, "The family that eats peanut butter together sticks together."

[illegible]

[illegible]

Handout 7c

PEANUT PRODUCTION IN SELECTED NATIONS, 1980-1981

(In 1,000 metric tons)

United States	1,042
Argentina	422
Italy	2
Greece	10
China	3,200
India	6,000
Indonesia	700
Egypt	34
Sudan	800
Australia	50

Data excerpted from *Foreign Agricultural Circular, Oilseeds and Products* (Washington, D.C.: U.S. Department of Agriculture, Foreign Agricultural Service, January 1982), p. 17.

Handout 74

WHERE IN THE WORLD ARE THE PEANUTS?

Handout 7a

HERBIE THE HEALTH NUT'S HEALTHY RECIPES

Bugs in Bed

Wash celery stalks and cut into 3-inch sticks. Stuff each stick with creamy peanut butter and top with raisins.

Nature's Munch

Combine 1 cup sunflower seeds with 1 cup peanuts (½ cup dry roasted and ½ cup cocktail) and 1 cup raisins (½ cup light and ½ cup dark).

Peanutty Cheese Spread

- 2 cups (8 ounces) shredded Cheddar cheese
- 1 cup (4 ounces) shredded Swiss cheese
- ½ cup chopped cocktail peanuts
- ½ cup mayonnaise or salad dressing
- 2 tablespoons chopped pimiento
- 1 tablespoon minced green onion
- 1 tablespoon prepared mustard

In a bowl combine cheeses and peanuts. Mix together mayonnaise, pimiento, green onion and mustard. Stir into cheese mixture. Use as a spread on rye or whole wheat bread. May be grilled or broiled open-face.
Makes 1 3/4 cups.

Homemade Peanut Butter

In the container of a blender put 1 cup of freshly roasted or salted peanuts and 1½ tablespoons of peanut oil. Blend the mixture until it is smooth. Gradually add, with the blender turned on, another 1½ tablespoons of oil or enough to make the peanut butter the proper consistency. Add ½ teaspoon of salt if the peanuts are unsalted.

Last-Minute Salad

Peel bananas, allowing one whole banana for each person. Cut in half lengthwise. Dip in lemon juice and put two sections together with a mixture of peanut butter and raisins. Cut crosswise. Dip each half in mayonnaise thinned with lemon juice to coat. Then roll in chopped peanuts. Place 2 halves on lettuce and serve with a dollop of mayonnaise and a cherry.

Handout 8a

AMBASSADOR CARDS

This card introduces

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Ambassador for Algeria

This card introduces

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Ambassador for Indonesia

This card introduces

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Ambassador for Iran

This card introduces

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Ambassador for Libya

This card introduces

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Ambassador for Nigeria

This card introduces

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Ambassador for Saudi Arabia

This card introduces

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Ambassador for United Arab Emirates

This card introduces

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Ambassador for Venezuela

This card introduces

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Ambassador for Ecuador

This card introduces

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Ambassador for Iraq

This card introduces

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Ambassador for Gabon

This card introduces

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Ambassador for Kuwait

This card introduces

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Ambassador for Qatar

This card introduces

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Ambassador for the Bahamas

This card introduces

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Ambassador for Canada

This card introduces

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Ambassador for Mexico

This card introduces

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Ambassador for Netherlands/
Antilles

This card introduces

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Ambassador for Puerto Rico

This card introduces

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Ambassador for Trinidad/Tobago

This card introduces

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Ambassador for the Virgin Islands

This card introduces

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Ambassador for Western Europe

This card introduces

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Ambassador for Angola

This card introduces

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Ambassador for The USSR (Russia)

This card introduces

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Ambassador for Rumania

This card introduces

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Ambassador for other Middle
East countries

This card introduces

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Ambassador for other Western
Hemisphere countries

This card introduces

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Ambassador for other Eastern
Hemisphere countries

This card introduces

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This card introduces

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This card introduces

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Handout 8b

SOURCES OF U.S. PETROLEUM IMPORTS
(in nearest thousands of barrels per day)

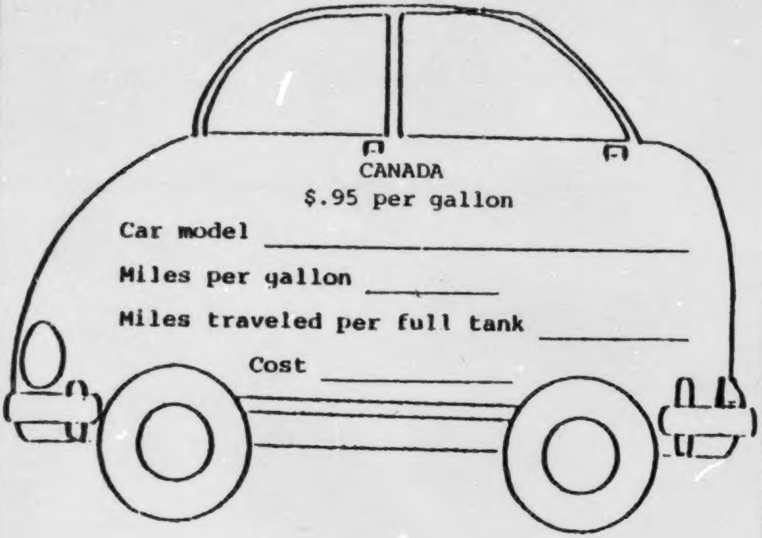
OPEC Nations		Non-OPEC Nations	
Algeria	487	The Bahamas	85
Indonesia	341	Canada	435
Iran	9	Mexico	536
Libya	547	Netherlands/Antilles	221
Nigeria	863	Puerto Rico	79
Saudi Arabia	1,255	Trinidad/Tobago	179
Venezuela	433	Virgin Islands	379
Others	119	Others	675
Ecuador		Western Europe	
Iraq		Angola	
Gabon		USSR (Russia)	
Kuwait		Rumania	
Qatar		Non-OPEC Arab countries	
		Other Western Hemisphere countries	
		Other Eastern Hemisphere countries	
Total OPEC imports	4,054	Total non-OPEC imports	2,589

Total oil imports in thousands of barrels per day: 6,643 (6.6 million barrels)

Source: Monthly Energy Review, January 1981, pp. 27, 32-33.

Handout 9a

FILL 'ER UP!



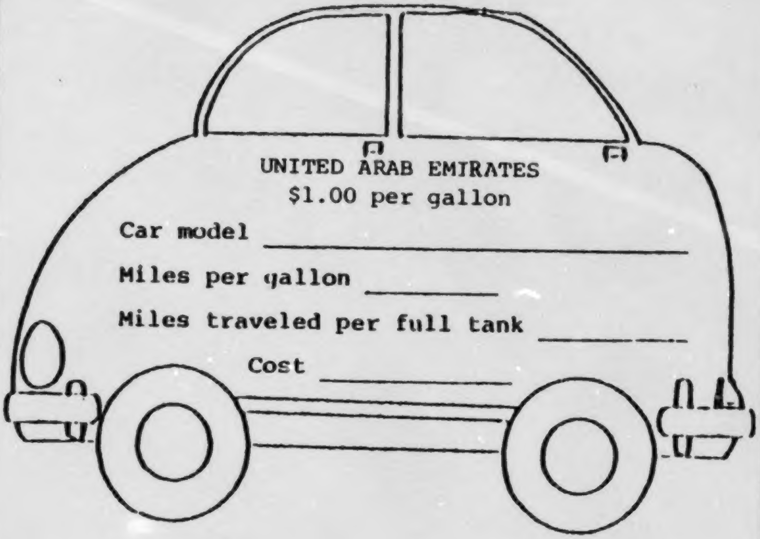
CANADA
$.95 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ___________



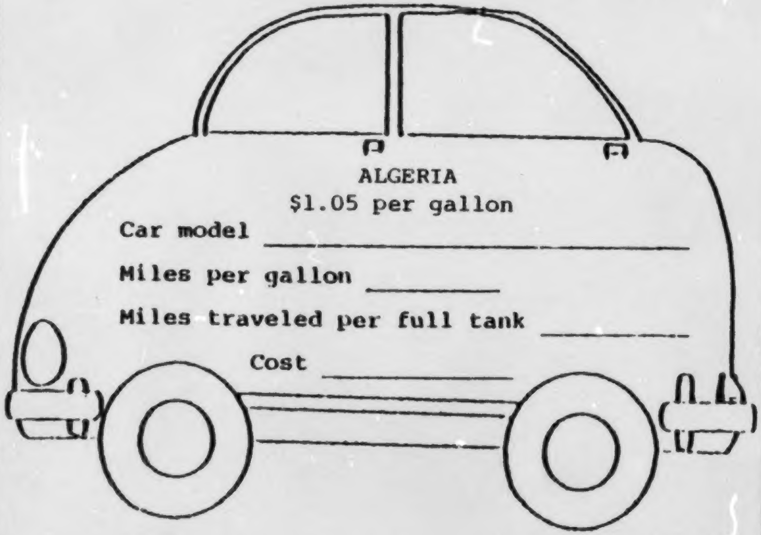
UNITED ARAB EMIRATES
$1.00 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ___________



ALGERIA
$1.05 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ___________

USSR (RUSSIA)
$1.14 per gallon

Car model ______________________

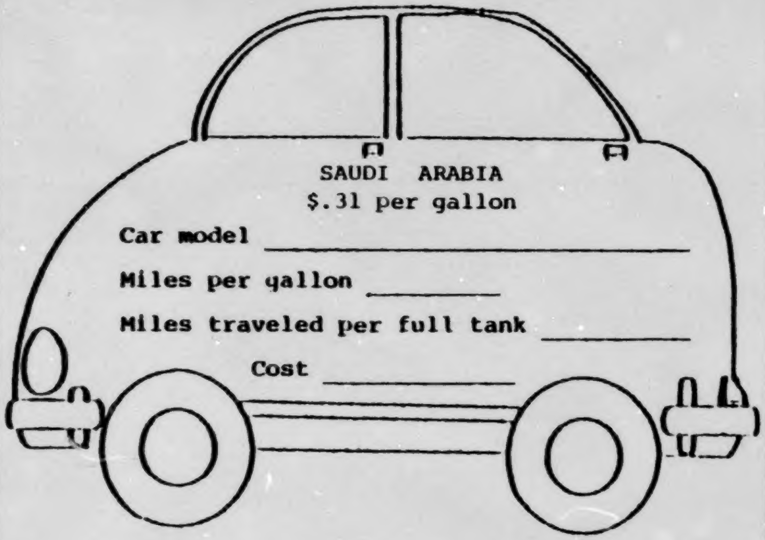
Miles per gallon ________

Miles traveled per full tank ________

Cost ___________

Handout 9a

FILL 'ER UP!



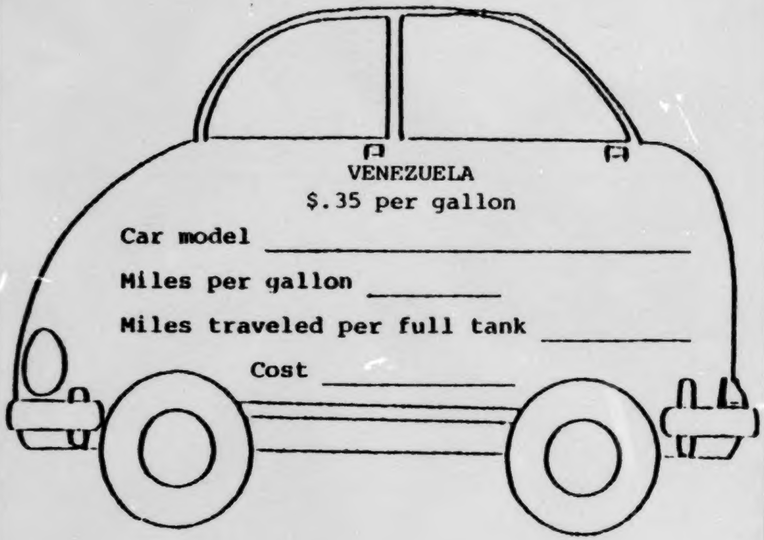
SAUDI ARABIA
$.31 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________



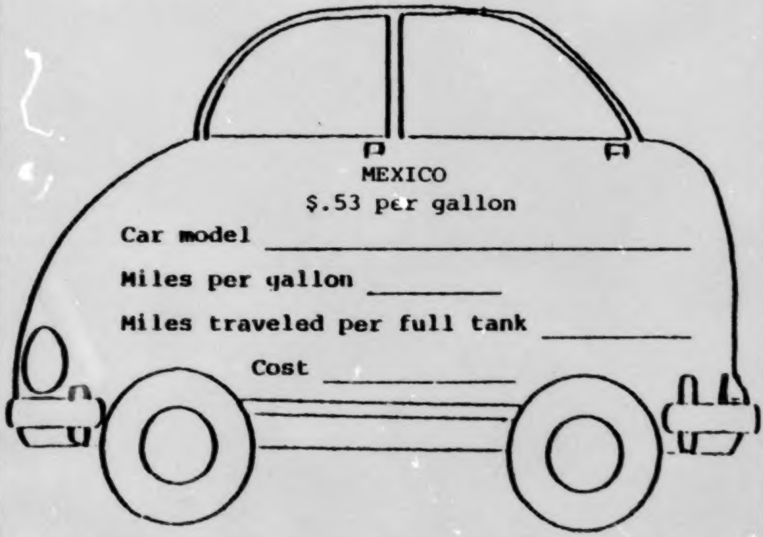
VENEZUELA
$.35 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________



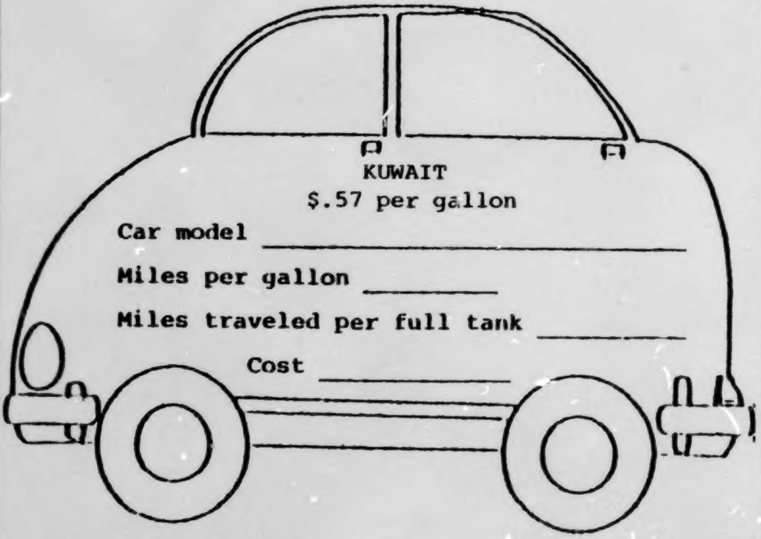
MEXICO
$.53 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________



KUWAIT
$.57 per gallon

Car model ____________________

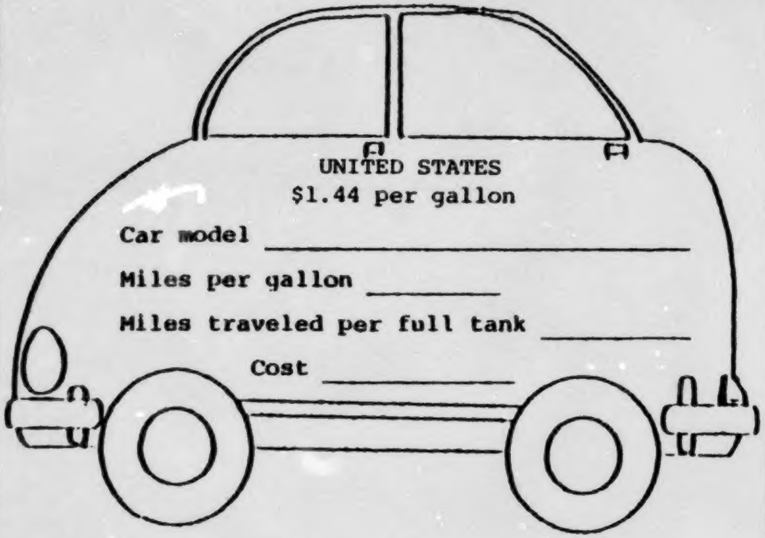
Miles per gallon ________

Miles traveled per full tank ________

Cost ________

Handout 9a

FILL 'ER UP!

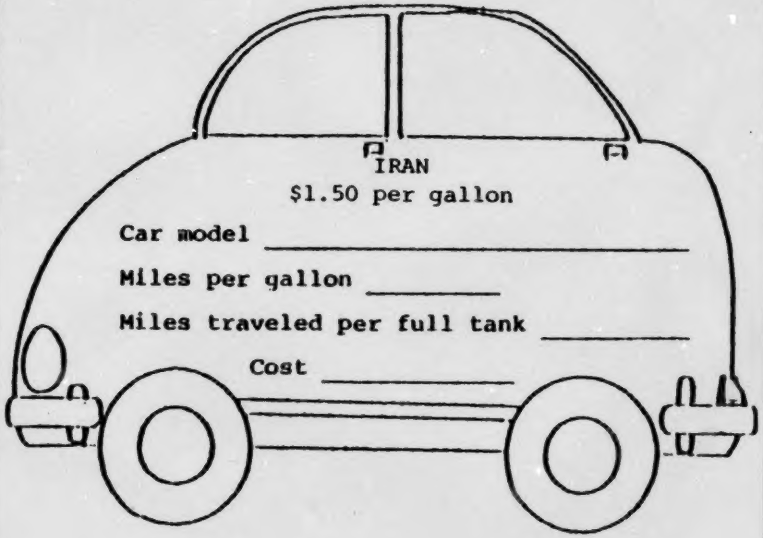

UNITED STATES
$1.44 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________

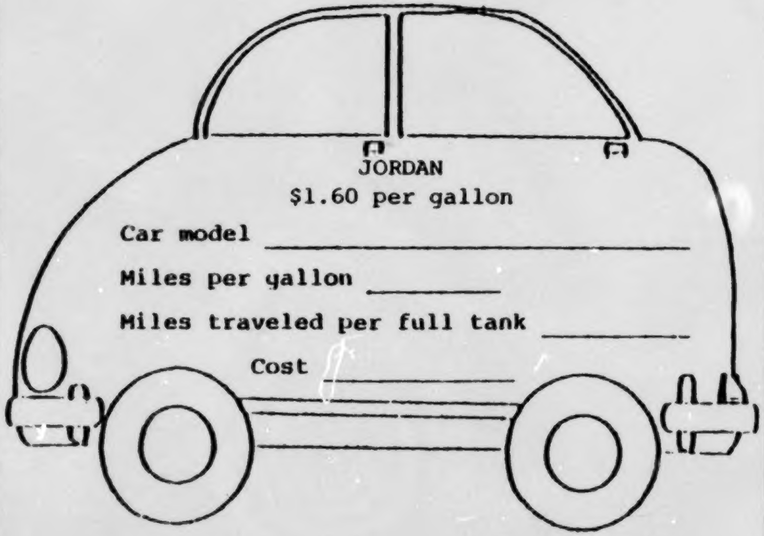

IRAN
$1.50 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________

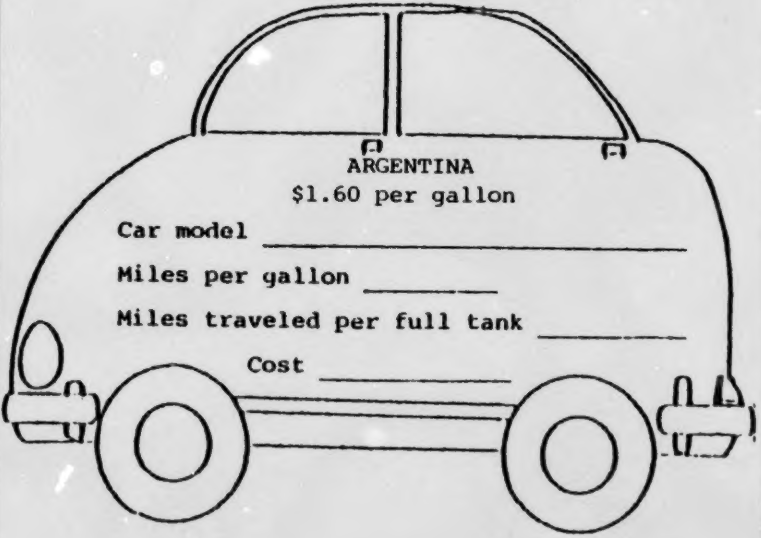

JORDAN
$1.60 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank ________

Cost ________


ARGENTINA
$1.60 per gallon

Car model ____________________

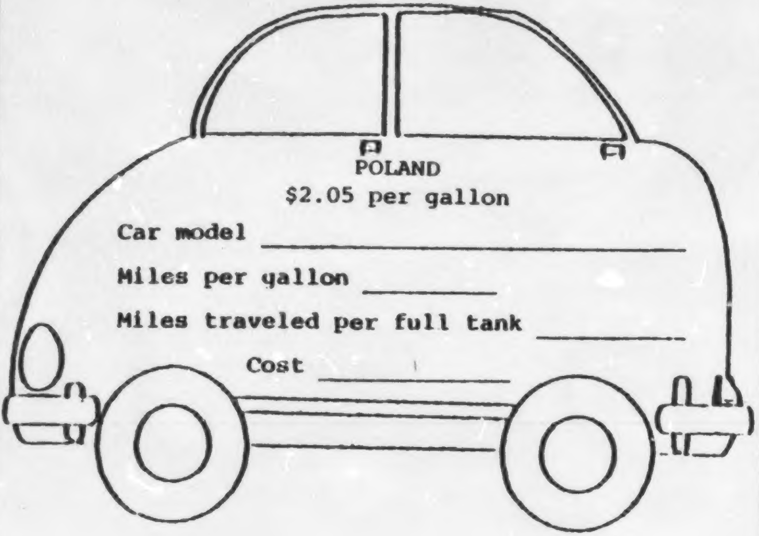
Miles per gallon ________

Miles traveled per full tank ________

Cost ________

Handout 9a

FILL 'ER UP!



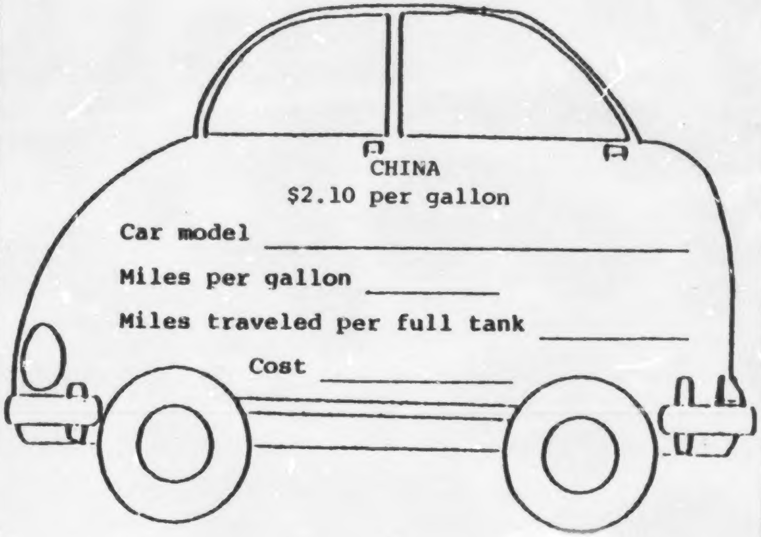
POLAND
$2.05 per gallon

Car model ______________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________



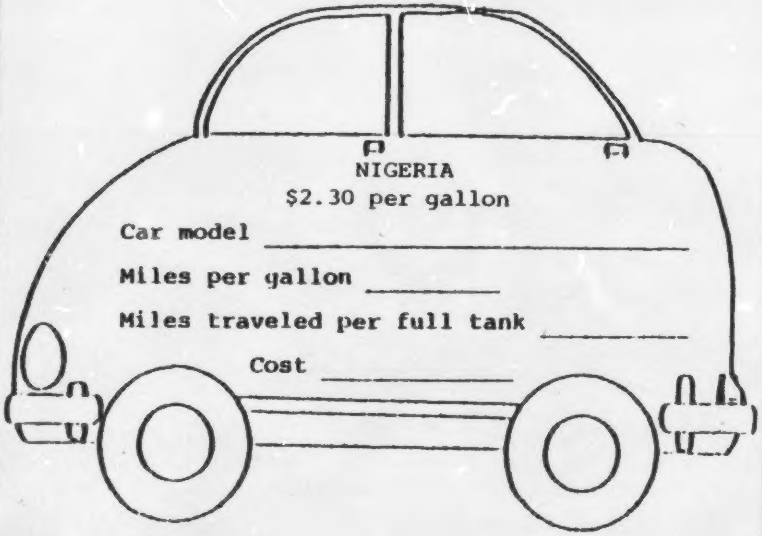
CHINA
$2.10 per gallon

Car model ______________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________



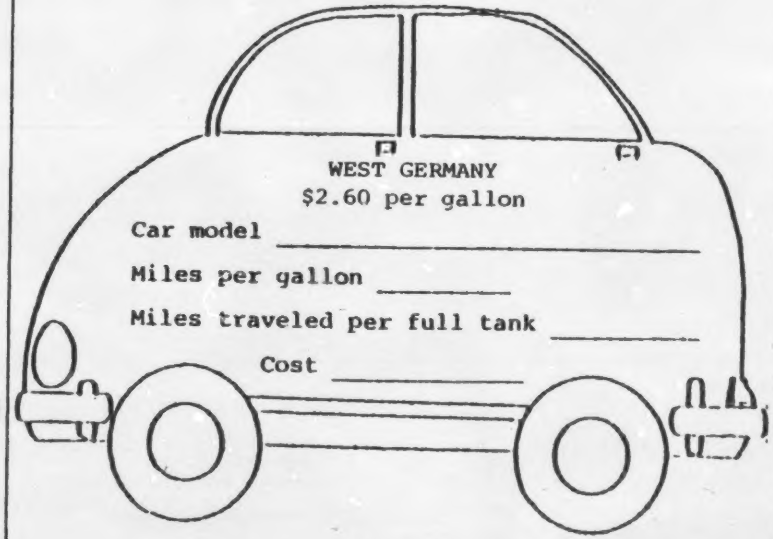
NIGERIA
$2.30 per gallon

Car model ______________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________



WEST GERMANY
$2.60 per gallon

Car model ______________________

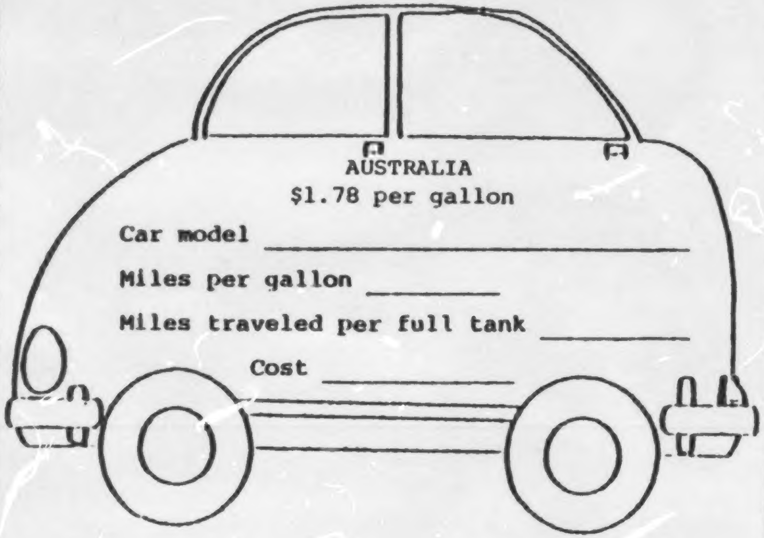
Miles per gallon __________

Miles traveled per full tank __________

Cost __________

Handout 9a

FILL 'ER UP!



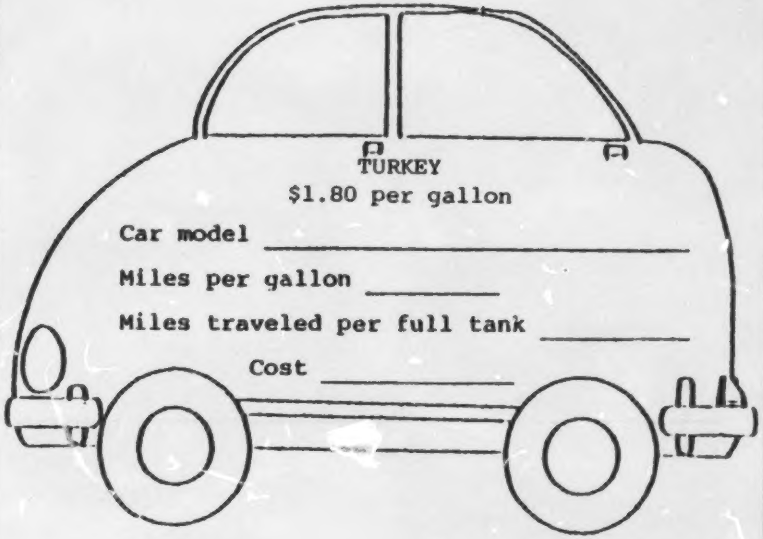
AUSTRALIA
$1.78 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank __________

Cost ____________



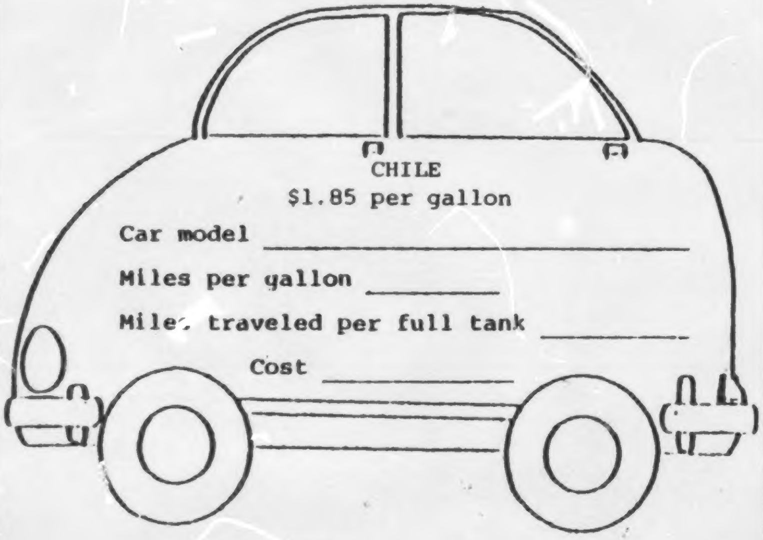
TURKEY
$1.80 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank __________

Cost ____________



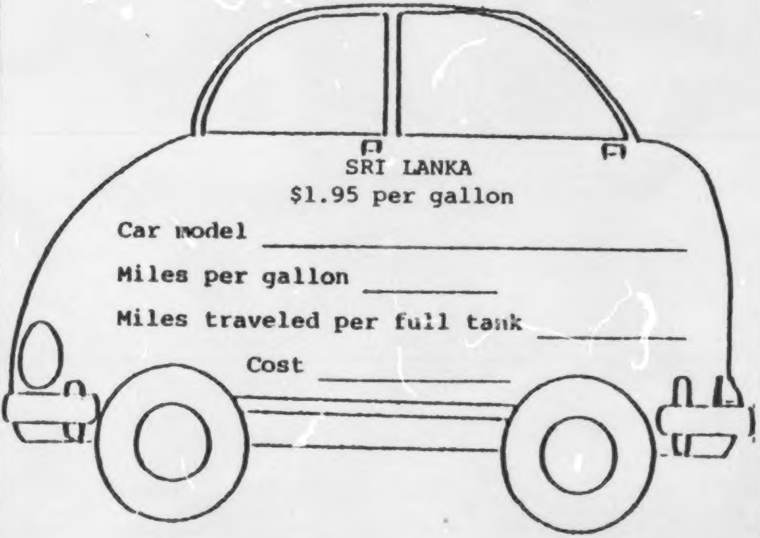
CHILE
$1.85 per gallon

Car model ____________________

Miles per gallon ________

Miles traveled per full tank __________

Cost ____________



SRI LANKA
$1.95 per gallon

Car model ____________________

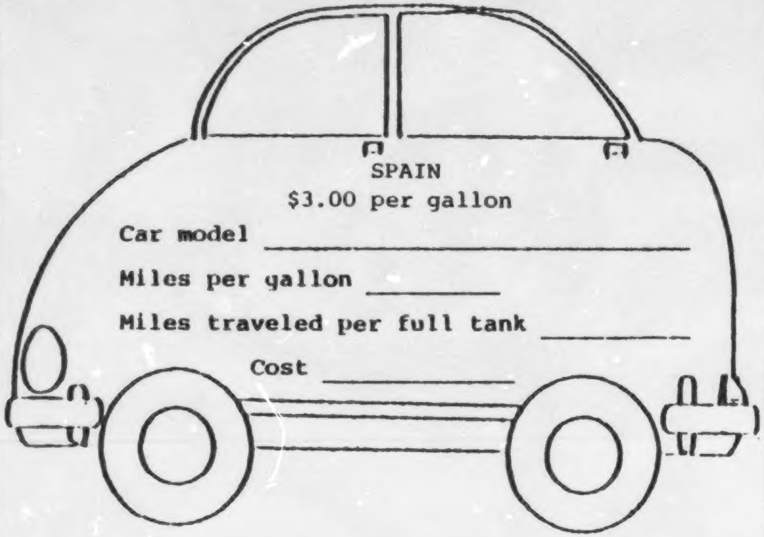
Miles per gallon ________

Miles traveled per full tank __________

Cost ____________

Handout 9a

FILL 'ER UP!



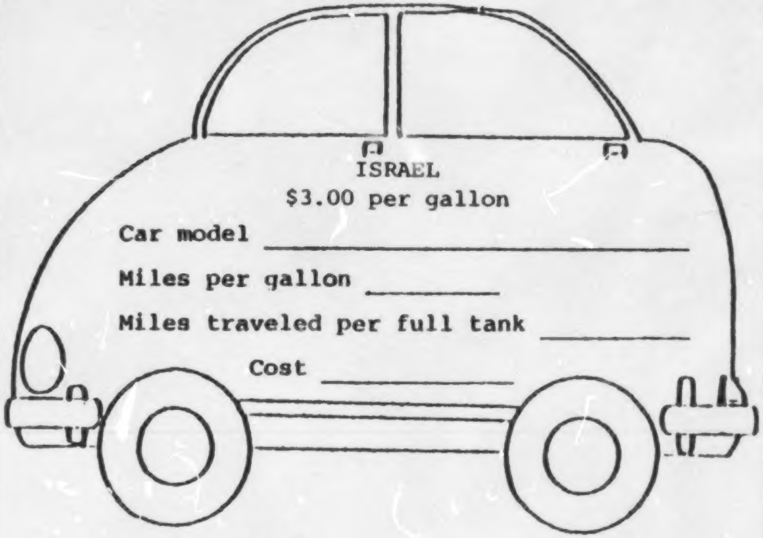
SPAIN
$3.00 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost __________



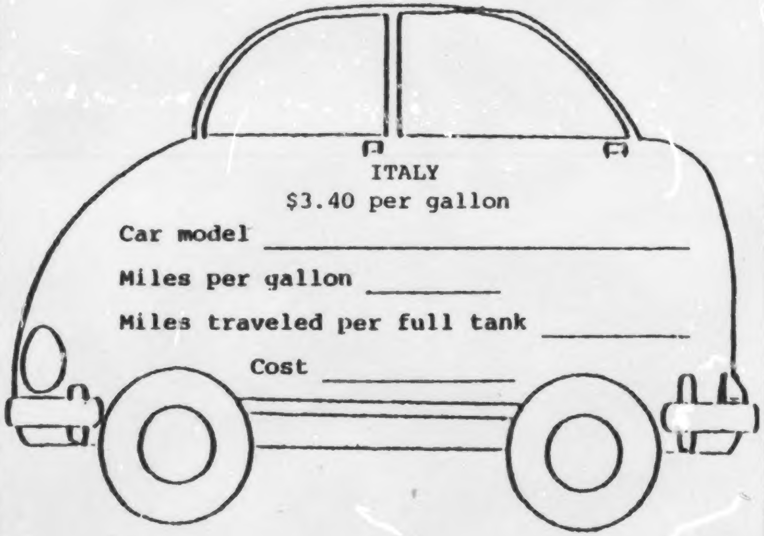
ISRAEL
$3.00 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost __________



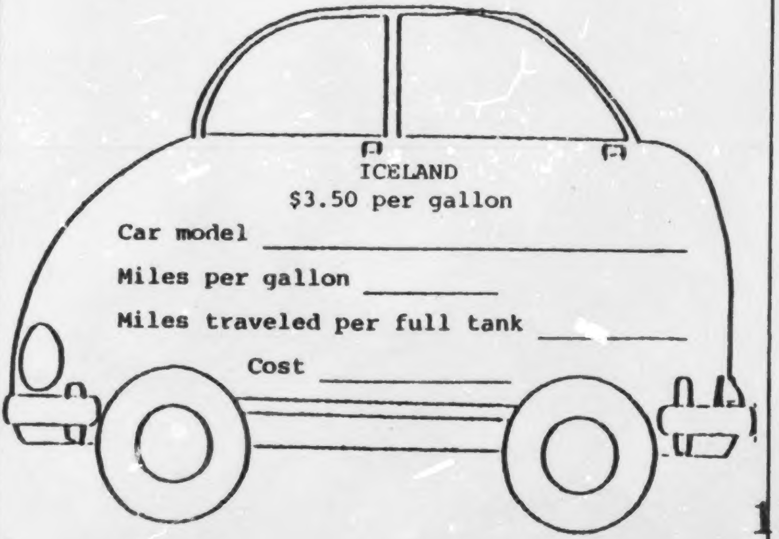
ITALY
$3.40 per gallon

Car model ______________________

Miles per gallon ________

Miles traveled per full tank ________

Cost __________



ICELAND
$3.50 per gallon

Car model ______________________

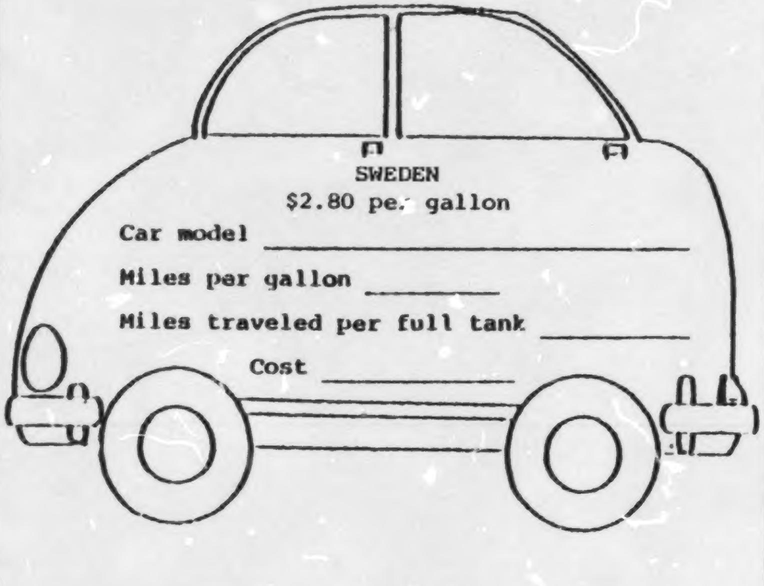
Miles per gallon ________

Miles traveled per full tank ________

Cost __________

Handout 9a

FILL 'ER UP!

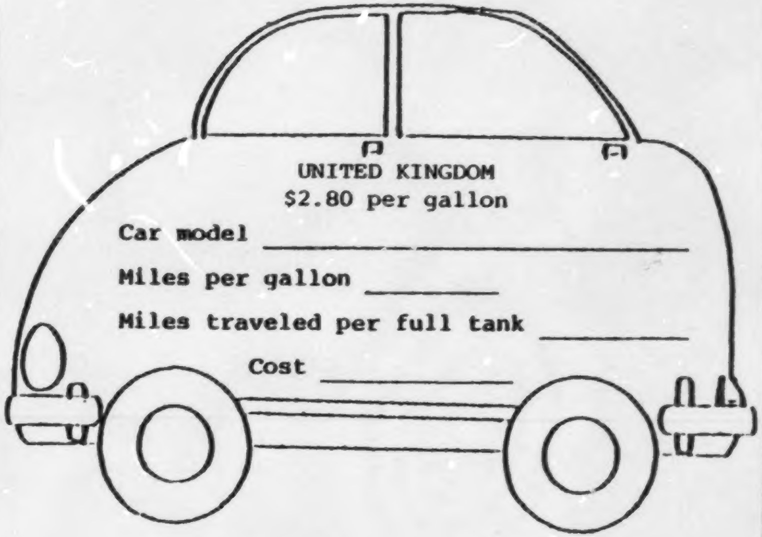

SWEDEN
$2.80 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________


UNITED KINGDOM
$2.80 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________

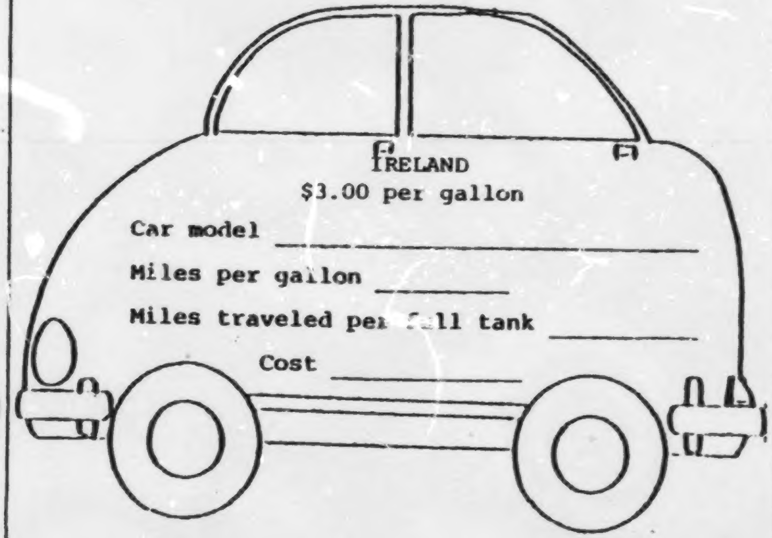
SOUTH AFRICA
$2.89 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________


IRELAND
$3.00 per gallon

Car model ____________________

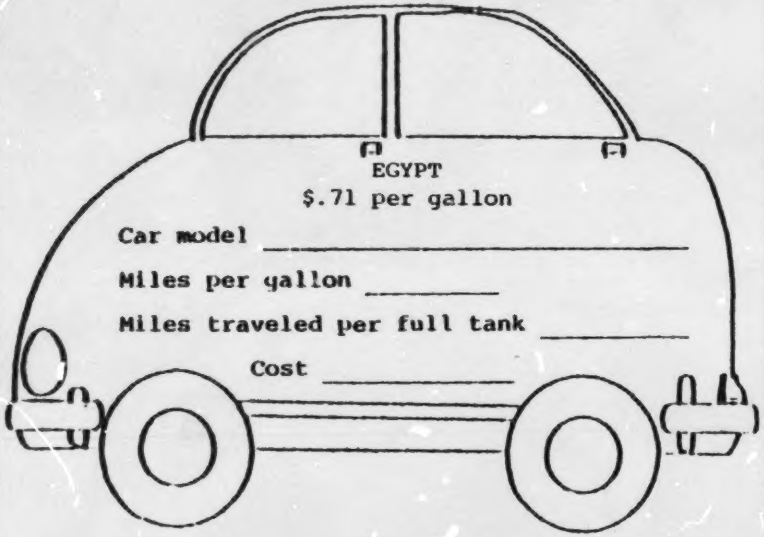
Miles per gallon __________

Miles traveled per full tank __________

Cost __________

Handout 9a

FILL 'ER UP!



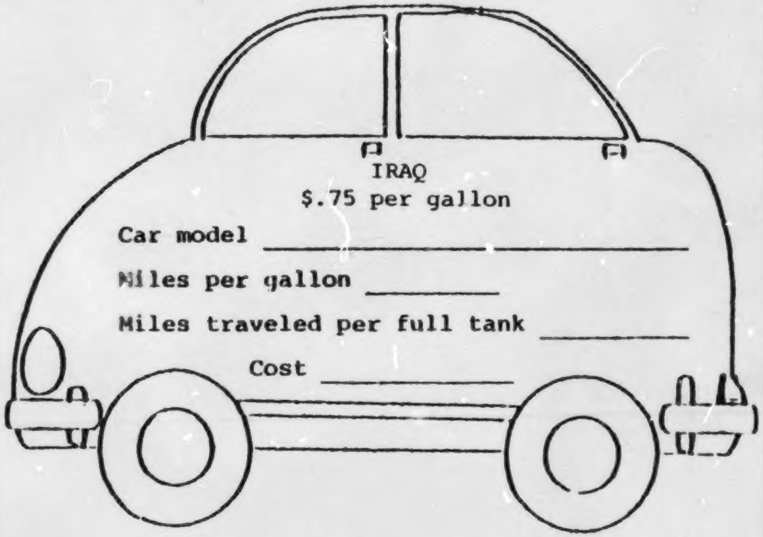
EGYPT
$.71 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________



IRAQ
$.75 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________

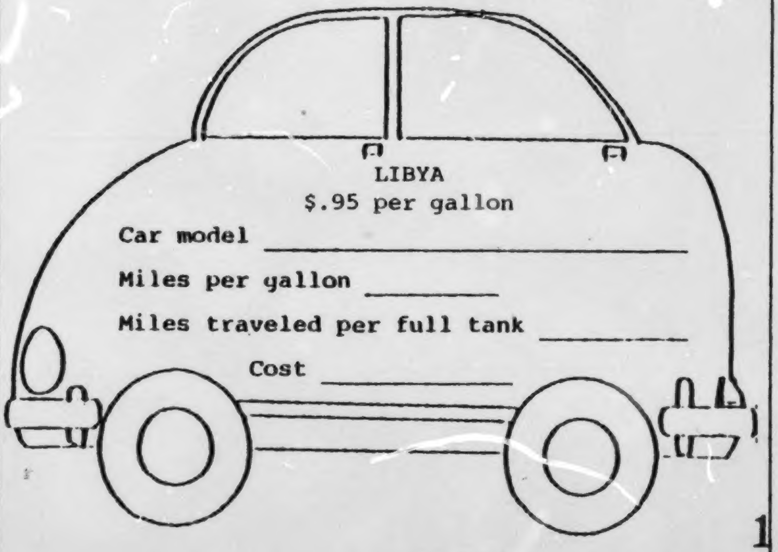
INDONESIA
$.90 per gallon

Car model ____________________

Miles per gallon __________

Miles traveled per full tank __________

Cost __________



LIBYA
$.95 per gallon

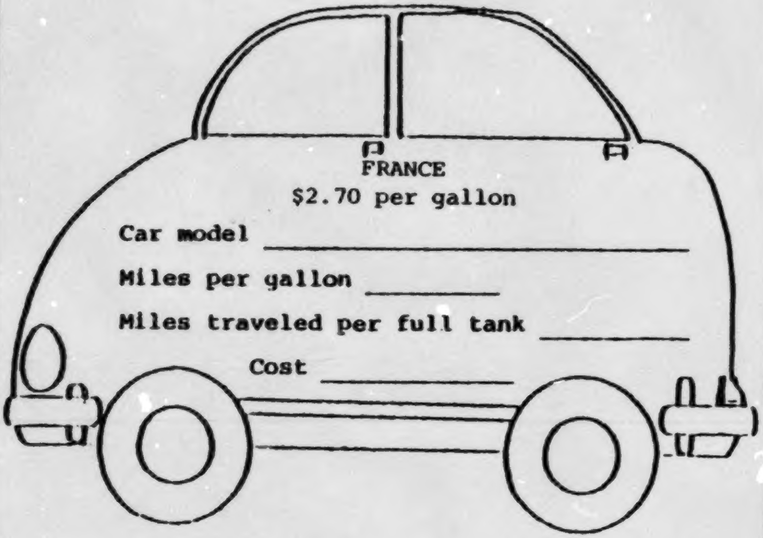
Car model ____________________

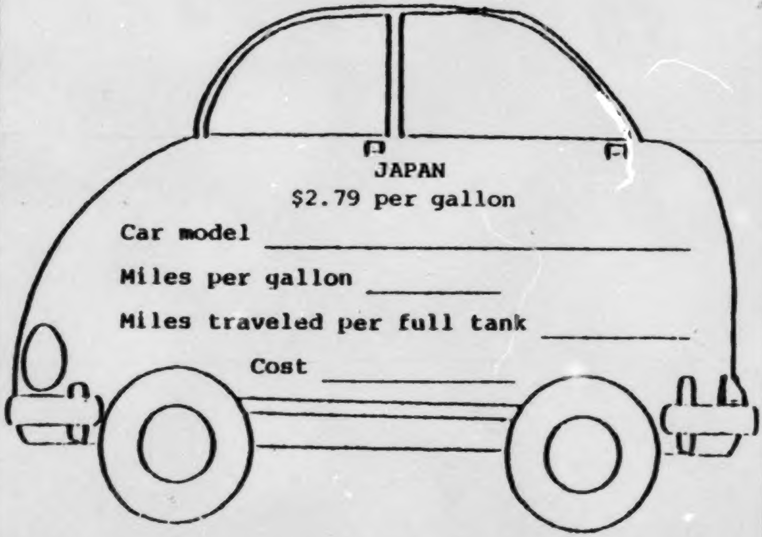
Miles per gallon __________

Miles traveled per full tank __________

Cost __________

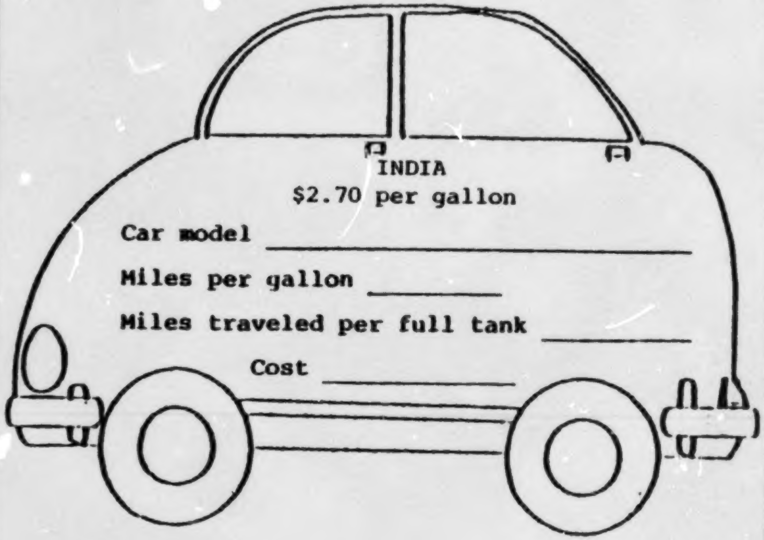
9a-9

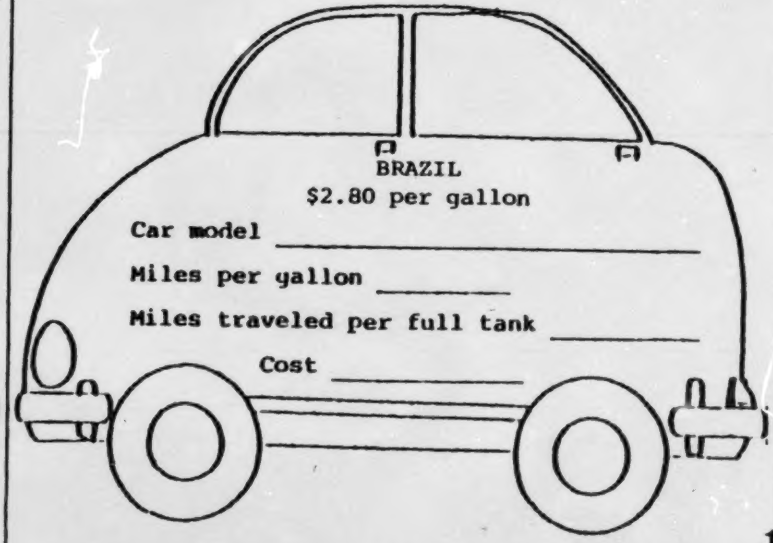

FRANCE
$2.70 per gallon
Car model ____________________
Miles per gallon __________
Miles traveled per full tank __________
Cost __________


JAPAN
$2.79 per gallon
Car model ____________________
Miles per gallon __________
Miles traveled per full tank __________
Cost __________

Handout 9a

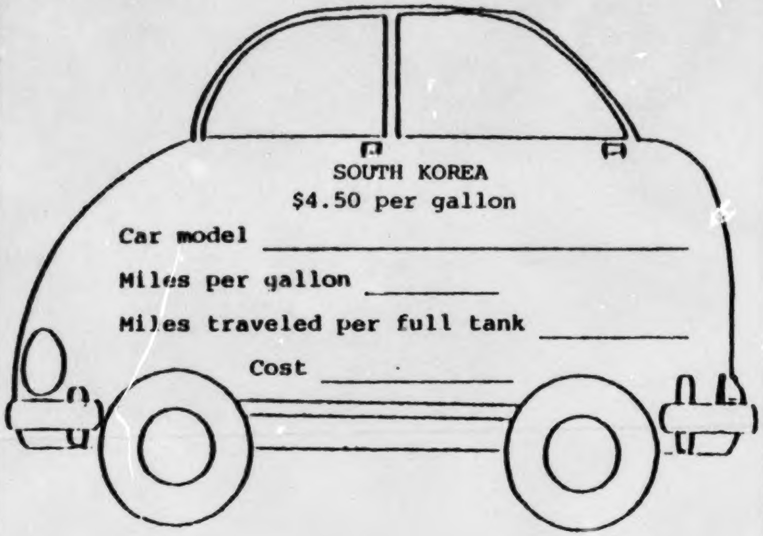
FILL 'ER UP!


INDIA
$2.70 per gallon
Car model ____________________
Miles per gallon __________
Miles traveled per full tank __________
Cost __________


BRAZIL
$2.80 per gallon
Car model ____________________
Miles per gallon __________
Miles traveled per full tank __________
Cost __________

Handout 9a

FILL 'ER UP!



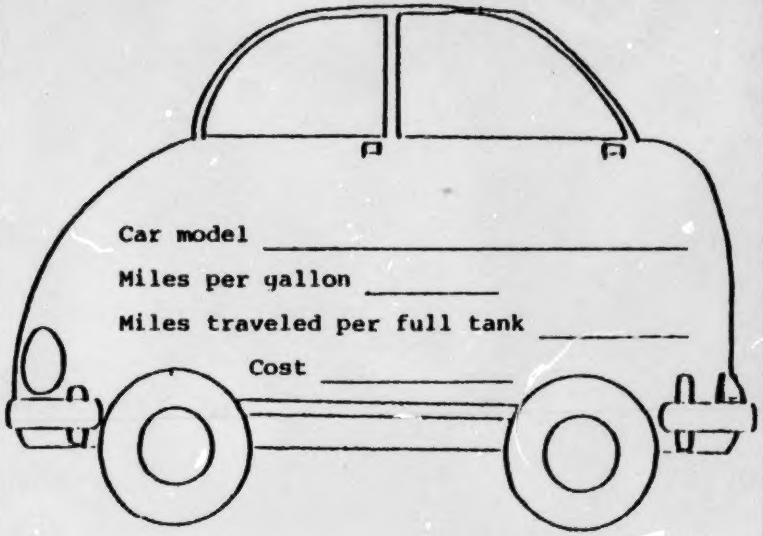
SOUTH KOREA
$4.50 per gallon

Car model ____________________

Miles per gallon ______

Miles traveled per full tank _______

Cost _________

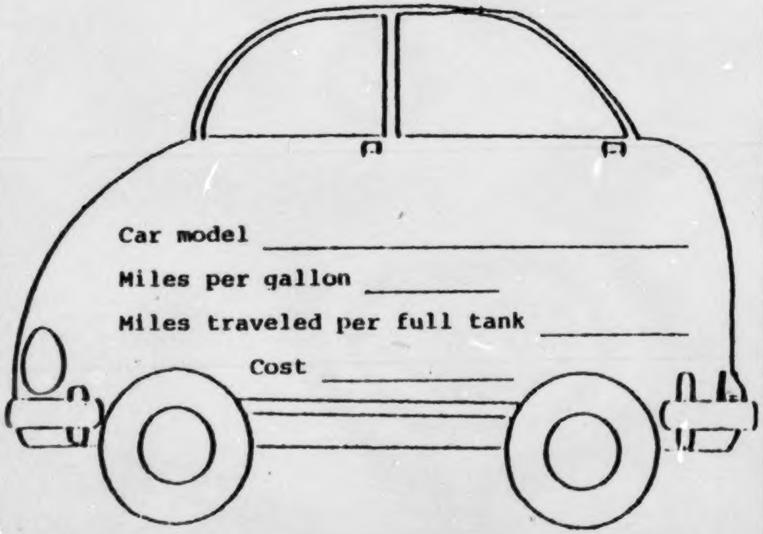


Car model ____________________

Miles per gallon ______

Miles traveled per full tank _______

Cost _________

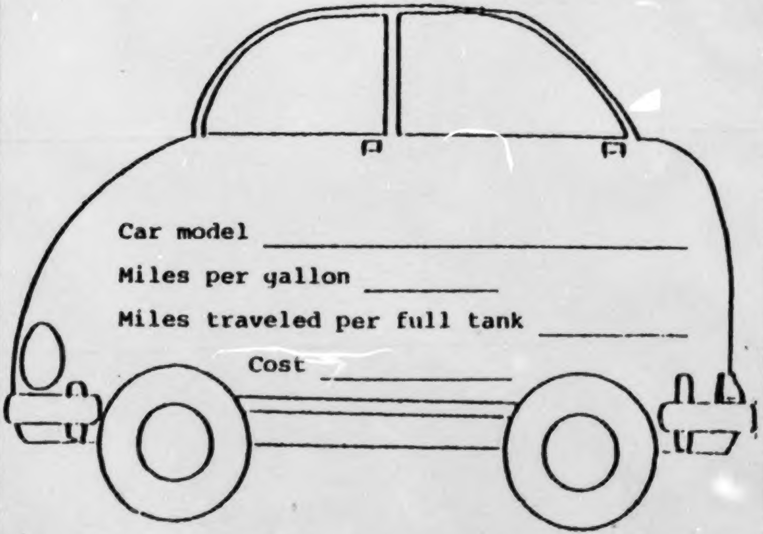


Car model ____________________

Miles per gallon ______

Miles traveled per full tank _______

Cost _________



Car model ____________________

Miles per gallon ______

Miles traveled per full tank _______

Cost _________

Handout 9b

FILL 'ER UP WORKSHEET

Directions: Use the information on the car data cards to answer the following questions:

1. Which car can go the farthest on a full tank of gas (ten gallons)? How many miles can it go? ______________________

2. Which car would go the shortest distance on a full tank of gas? How far could it go? ______________________

3. Of all the different combinations of cars and countries, which one would allow you to drive 100 miles for the least amount of money?

____

(use the space below for figuring)

Handout 9c

BUS AND SUBWAY FARES AROUND THE WORLD IN 1981
(in U.S. dollar equivalents)

City	Fare
Cairo, Egypt	$.03
Mexico City, Mexico	.04
Moscow, USSR (Russia)	.07
Istanbul, Turkey	.10
Rome, Italy	.10 bus, .20 subway
Tel Aviv, Israel	.17
Rio de Janeiro, Brazil	.20
London, England	.27 bus, .44 subway
Johannesburg, South Africa	.31
Sydney, Australia	.31
Tokyo, Japan	.52 bus, .40 subway
Frankfurt, West Germany	.62
Paris, France	.75
Boston, USA	.25 bus, .50 subway
New Orleans, USA	.40
Honolulu, USA	.50
Minneapolis, USA	.50
Chicago, USA	.60
Los Angeles, USA	.65
New York City, USA	.75

Source: Geo, June 1981, p. 150. Note: Where fares vary according to distance and time of day, the minimum cost is shown. The complete list in Geo is much longer; for this activity, only fares for cities in the countries mentioned in the first part of the activity were selected.

Handout 10a

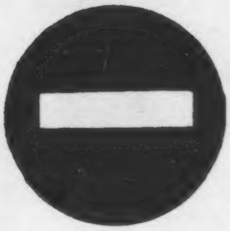
CORPORATIONS AROUND THE WORLD

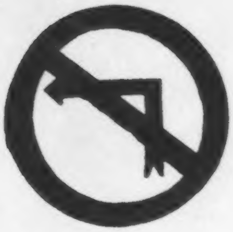
Directions: Working as a group, write down the type of product that you associate with each brand name and then guess where (in which country) the company's headquarters is located.

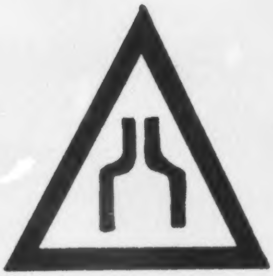
Brand Name	Product(s)	Country
Shell		
Baskin-Robbins		
Nestle		
Bayer		
Michelin		
Pepsodent		
Timex		
Lipton		
Sony		
Magnavox		
Bic		
Bantam		
Stouffer		
American Motors		
Progresso		
Adidas		

Handout 11a

INTERNATIONAL ROAD SIGNS







1. ______________________

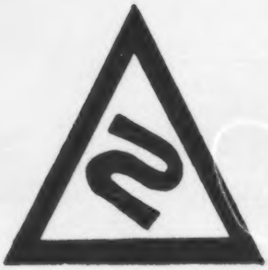
____

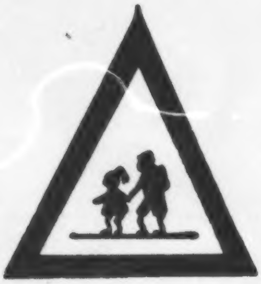
2. ______________________

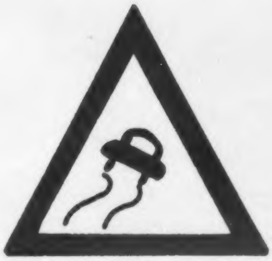
____

3. ______________________

____







4. ______________________

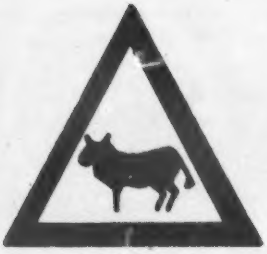
____

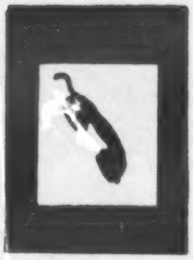
5. ______________________

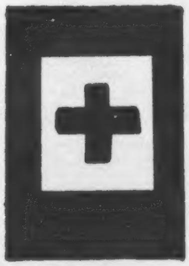
____

6. ______________________

____







7. ______________________

____

8. ______________________

____

9. ______________________

____

Handout 11b

RULES AND MESSAGES

Directions: Make a sign illustrating an everyday rule or message which could be understood by people all over the world, regardless of what languages they speak. Some examples of rules and messages are provided below, or you can make up a message of your own.

1. To be served in this restaurant, you must wear a shirt and shoes.
2. No eating or drinking in this store.
3. Keep off the grass.
4. Don't pick the flowers.
5. Don't feed the animals.
6. Pedestrians must stay off the bike path.
7. No pets allowed.
8. No gum chewing.
9. No littering.
10. Return empty bottles here.
11. No children admitted without an adult.
12. No swimming.
13. No ice skating.
14. No roller skating or skateboarding.
15. Danger! Thin ice.
16. Danger! Pothole ahead.
17. Quiet, please.
18. Danger! Bridge out ahead.

Handout 12a

WHAT ARE THE RIGHTS OF A CHILD?

1. ______________________________

   ____

2. ______________________________

   ____

3. ______________________________

   ____

4. ______________________________

   ____

5. ______________________________

   ____

6. ______________________________

   ____

7. ______________________________

   ____

8. ______________________________

   ____

9. ______________________________

   ____

10. ______________________________

    ____

U.N. DECLARATION ON THE RIGHTS OF THE CHILD

The right to affection, love and understanding.

The right to adequate nutrition and medical care.

The right to free education.

The right to full opportunity for play and recreation.

The right to a name and nationality.

The right to special care, if handicapped.

The right to be among the first to receive relief in times of disaster.

The right to be a useful member of society and to develop individual abilities.

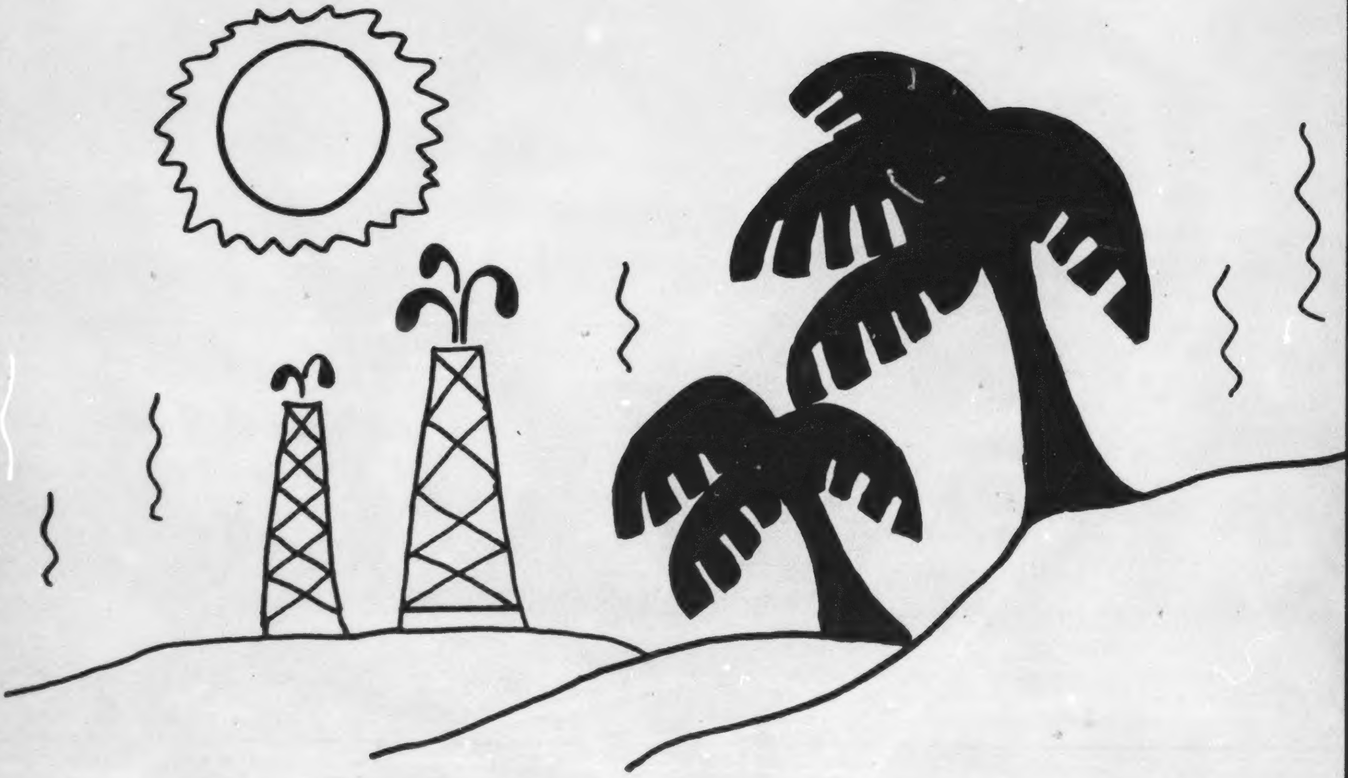
The right to be brought up in a spirit of peace and universal brotherhood.

The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

Handout 13a

WHERE IN THE WORLD IS THIS?

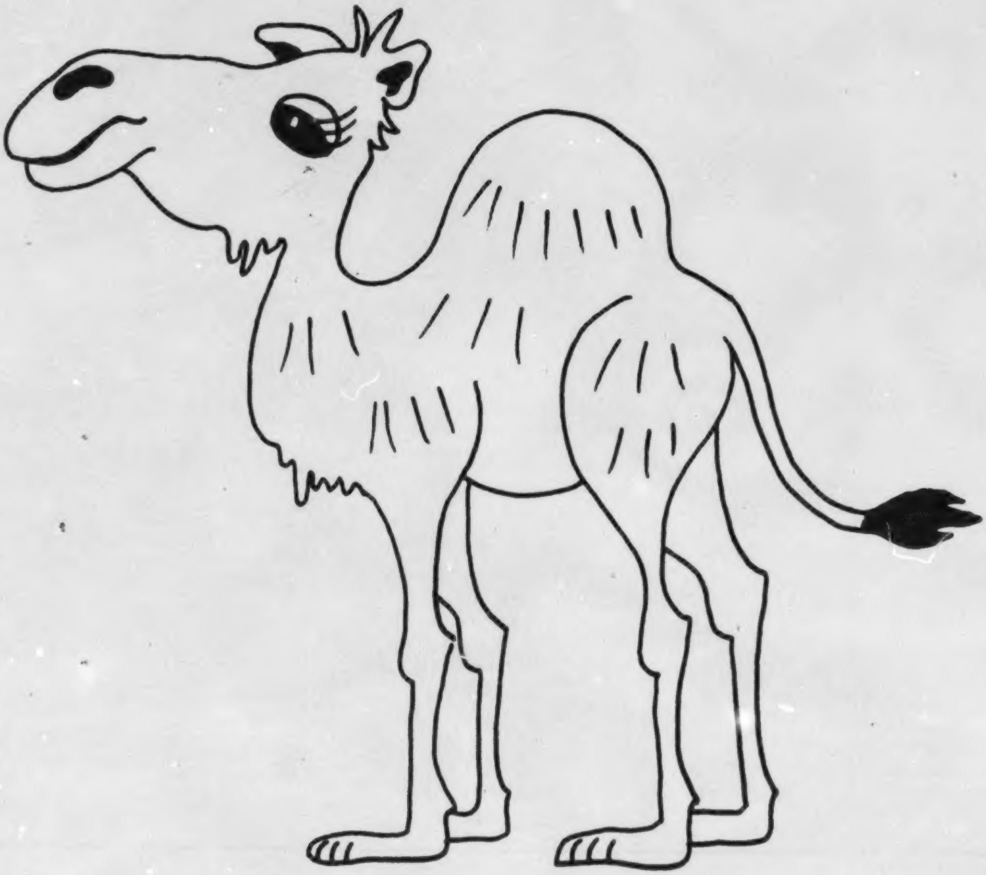
Drawing #1



Handout 13a

WHERE IN THE WORLD IS THIS?

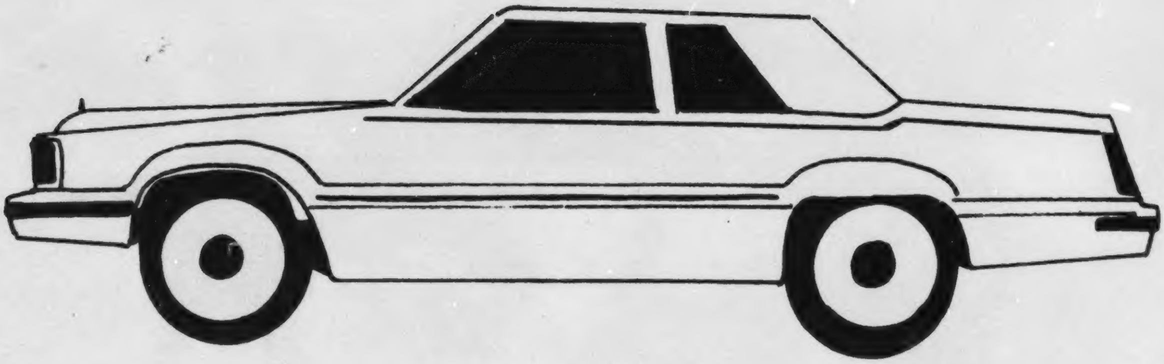
Drawing #2



Handout 13a

WHERE IN THE WORLD IS THIS?

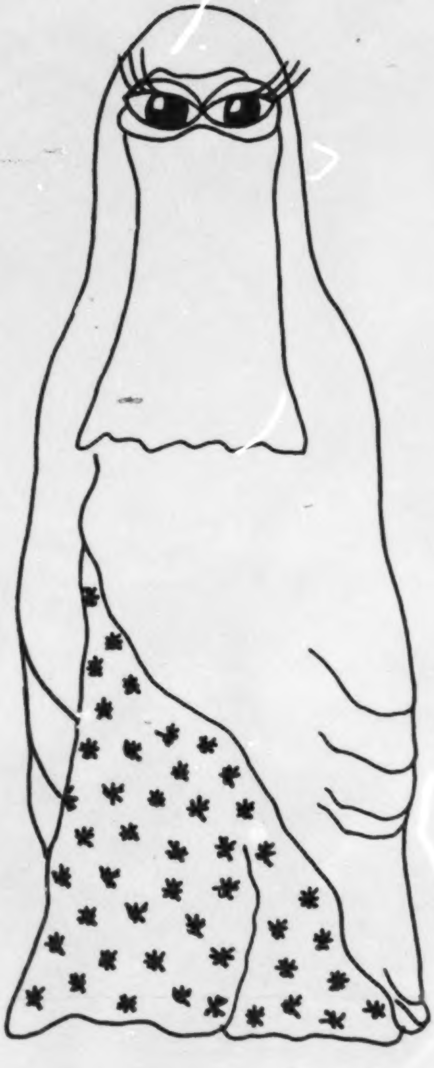
Drawing #3



Handout 13a

WHERE IN THE WORLD IS THIS?

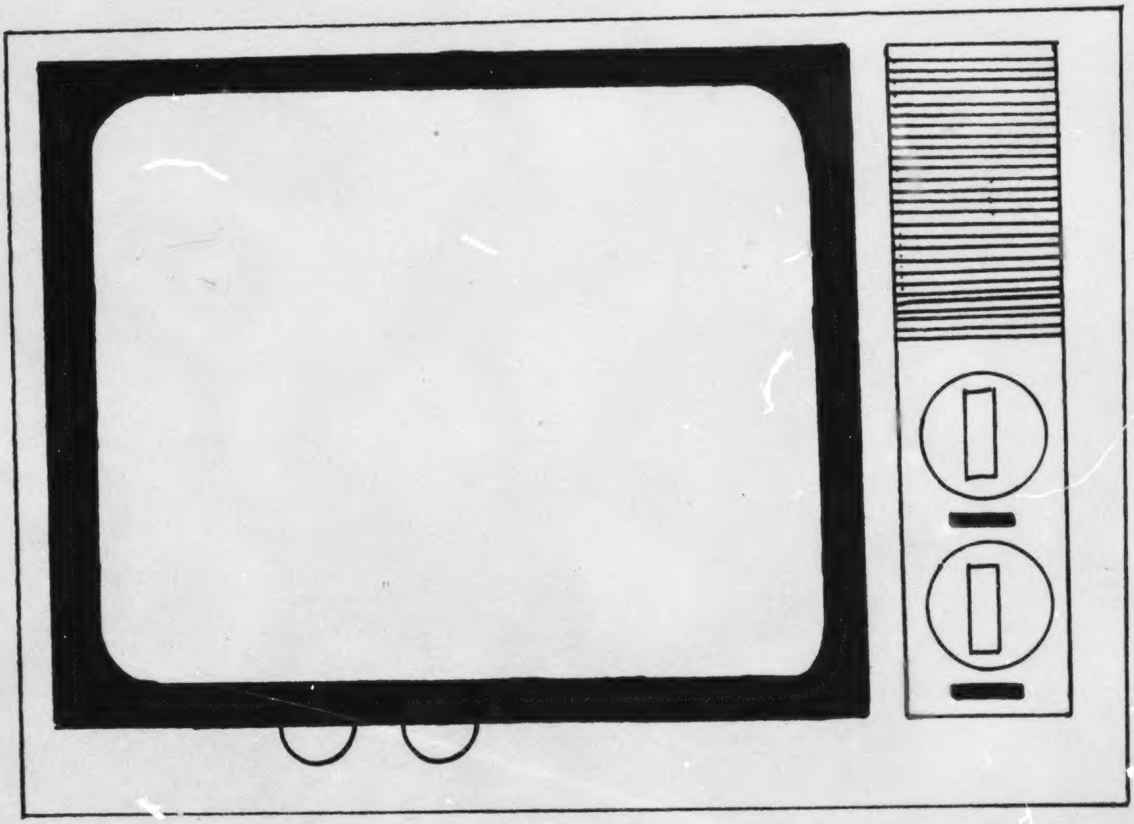
Drawing #4



Handout 13a

WHERE IN THE WORLD IS THIS?

Drawing #5

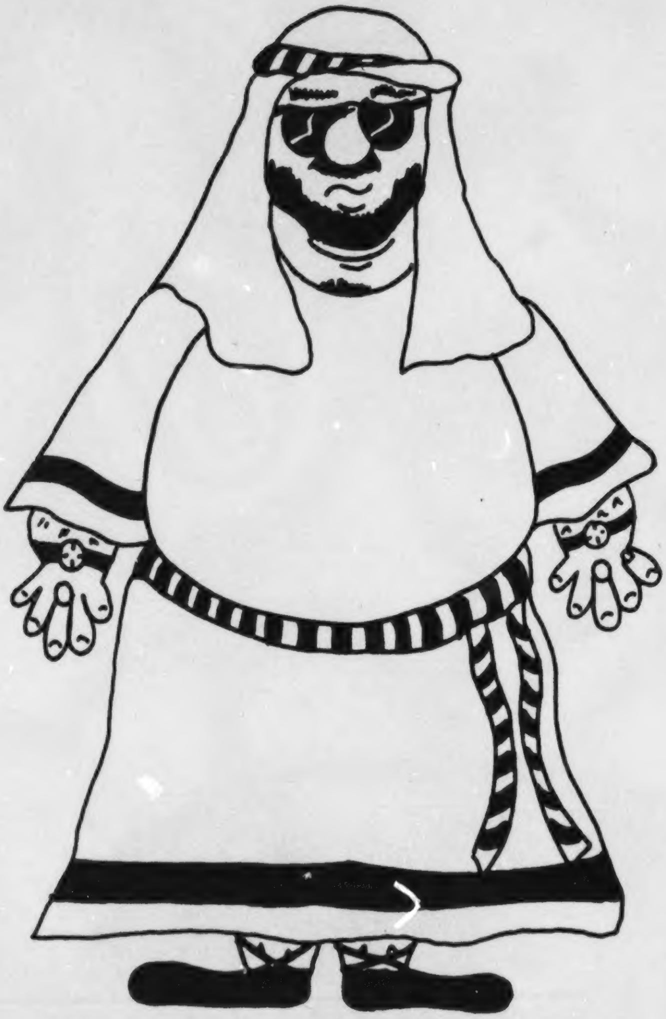


13a-5

Handout 13a

WHERE IN THE WORLD IS THIS?

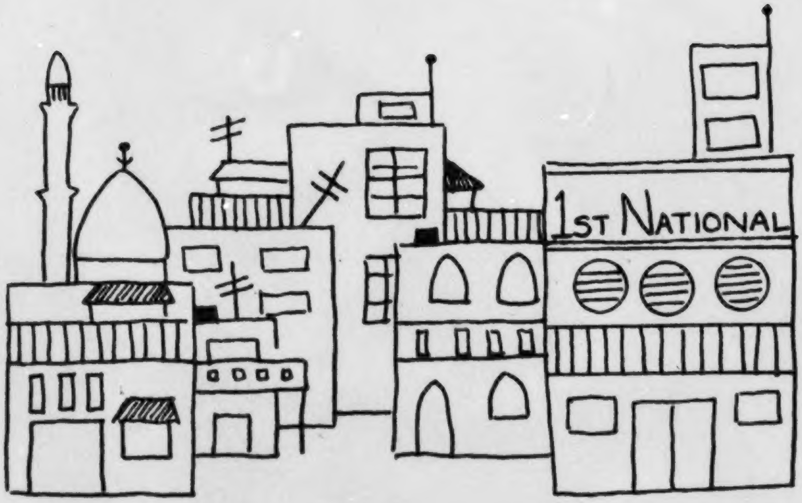
Drawing #6



Handout 13a

WHERE IN THE WORLD IS THIS?

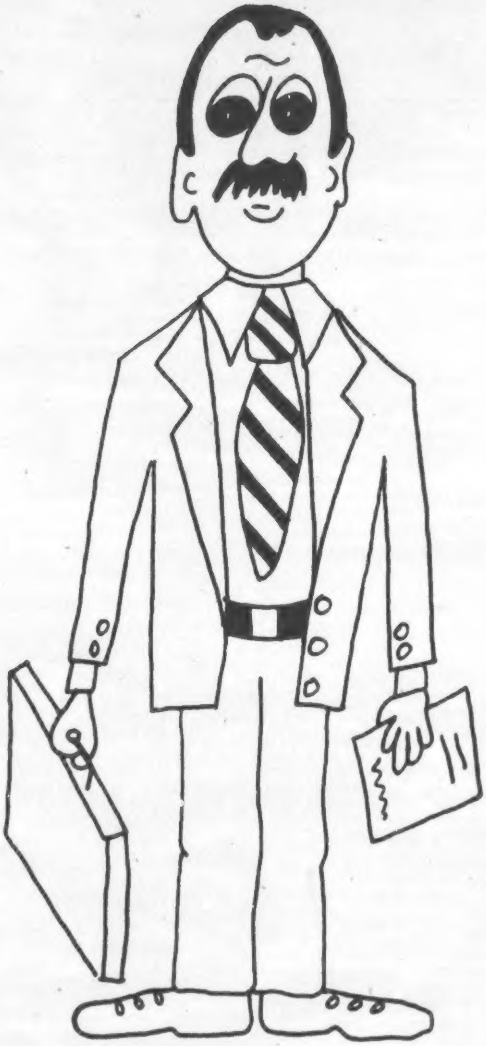
Drawing #7


1ST NATIONAL

Handout 13a

WHERE IN THE WORLD IS THIS?

Drawing #8



Handout 13b

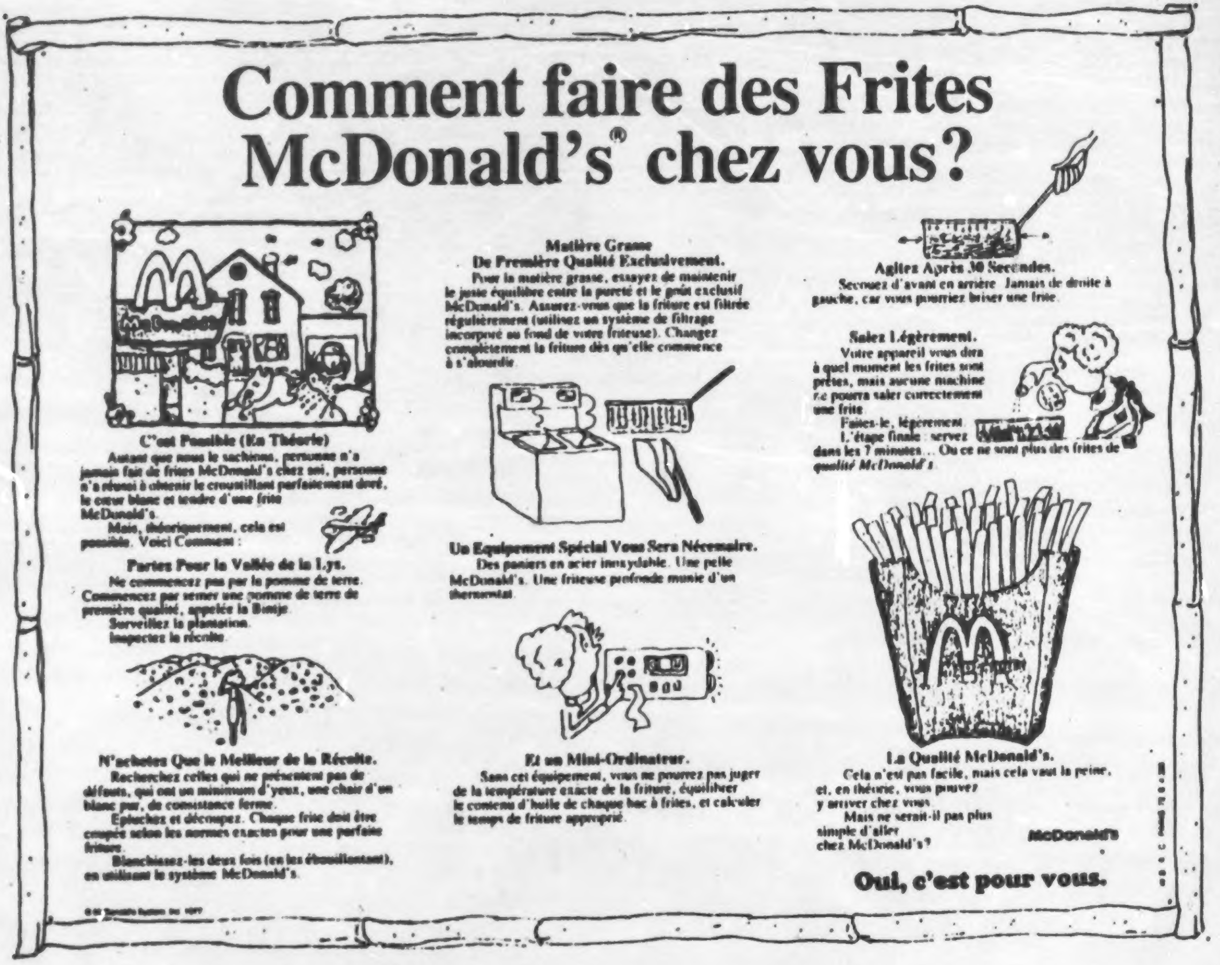
WHERE IN THE WORLD IS THIS? WORKSHEET

Picture #	What Does It Show?	Where Would You Expect to Find It?
1	______________________	______________________
2	______________________	______________________
3	______________________	______________________
4	______________________	______________________
5	______________________	______________________
6	______________________	______________________
7	______________________	______________________
8	______________________	______________________

BEST COPY AVAILABLE

Handout 14a

BIG MAC AROUND THE WORLD



Comment faire des Frites McDonald's® chez vous?

C'est Possible (En Théorie)

Autant que nous le sachions, personne n'a jamais fait de frites McDonald's chez soi, personne n'a réussi à obtenir le croustillant parfaitement doré, le cœur blanc et tendre d'une frite McDonald's.

Mais, théoriquement, cela est possible. Voici Comment :

Partez Pour la Vallée de la Lys.

Ne commencez pas par la pomme de terre. Commencez par semer une pomme de terre de première qualité, appelée la Bintje.

Surveillez la plantation.

Inspectez la récolte.

N'achetez Que le Meilleur de la Récolte.

Recherchez celles qui ne présentent pas de défauts, qui ont un minimum d'yeux, une chair d'un blanc pur, de consistance ferme.

Epluchez et découpez. Chaque frite doit être coupée selon les normes exactes pour une parfaite friture.

Blanchissez-les deux fois (en les ébouillantant), en utilisant le système McDonald's.

Matière Grasse De Première Qualité Exclusivement.

Pour la matière grasse, essayez de maintenir le juste équilibre entre la pureté et le goût exclusif McDonald's. Assurez-vous que la friture est filtrée régulièrement (utilisez un système de filtrage incorporé au fond de votre friteuse). Changez complètement la friture dès qu'elle commence à s'alourdir.

Un Equipement Spécial Vous Sera Nécessaire.

Des paniers en acier inoxydable. Une pelle McDonald's. Une friteuse profonde munie d'un thermostat.

Et un Mini-Ordinateur.

Sans cet équipement, vous ne pourrez pas juger de la température exacte de la friture, équilibrer le contenu d'huile de chaque bac à frites, et calculer le temps de friture approprié.

Agitez Après 30 Secondes.

Secouez d'avant en arrière. Jamais de droite à gauche, car vous pourriez briser une frite.

Salez Légèrement.

Votre appareil vous dira à quel moment les frites sont prêtes, mais aucune machine ne pourra saler correctement une frite.

Faites-le, légèrement.

L'étage finale : servez dans les 7 minutes... Ou ce ne sont plus des frites de *qualité McDonald's*.

La Qualité McDonald's.

Cela n'est pas facile, mais cela vaut la peine, et, en théorie, vous pouvez y arriver chez vous.

Mais ne serait-il pas plus simple d'aller chez McDonald's?

McDonald's

Oui, c'est pour vous.

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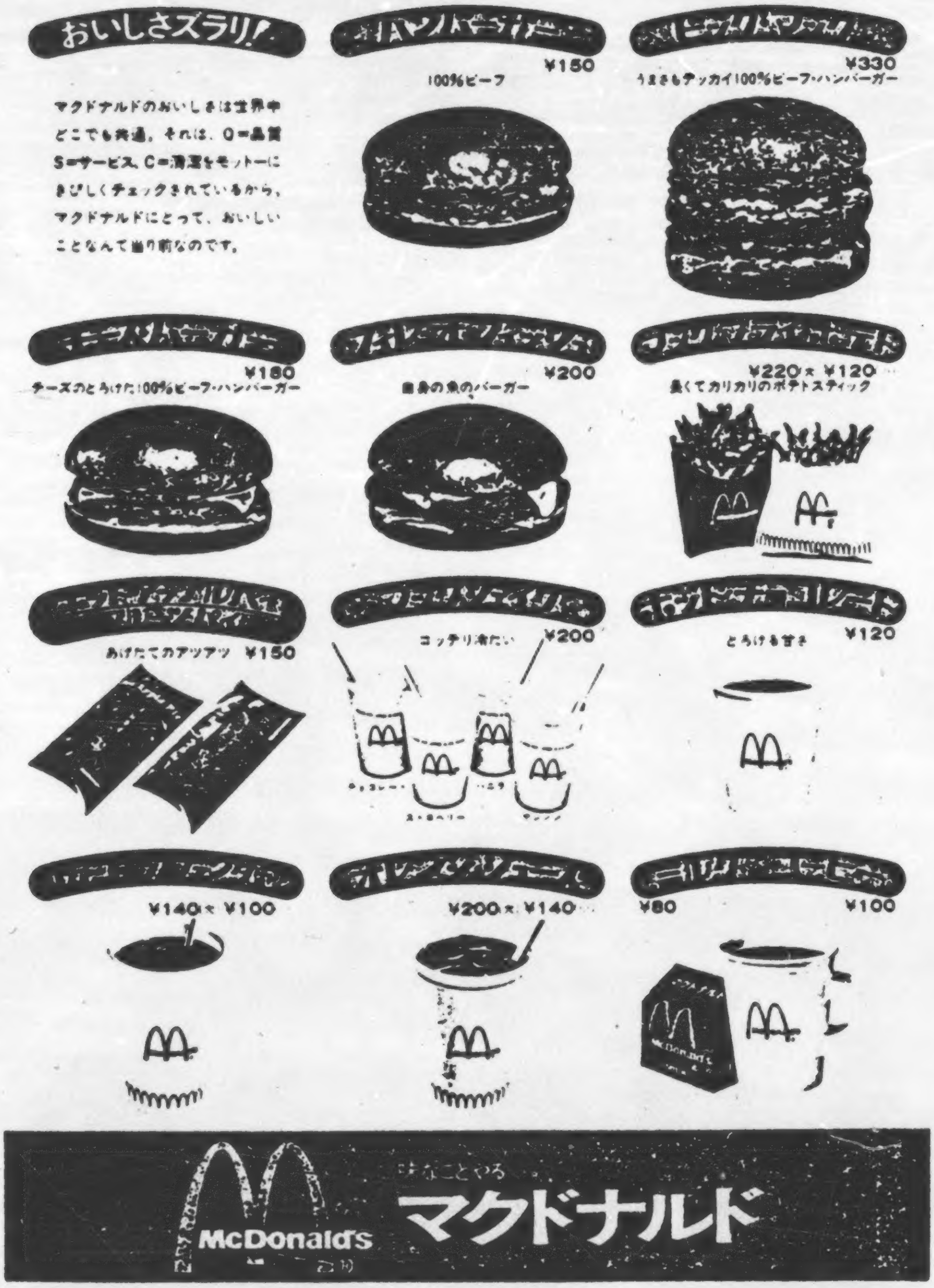
Handout 14b

BIG MAC AROUND THE WORLD



おいしさズラリ！

マクドナルドのおいしさは世界中どこでも共通。それは、Q＝品質S＝サービス、C＝清潔をモットーにきびしくチェックされているから、マクドナルドにとって、おいしいことなんて当り前なのです。

¥150
100％ビーフ

¥330
うまさもデッカイ100％ビーフ・ハンバーガー

¥180
チーズのとろけた100％ビーフ・ハンバーガー

¥200
白身の魚のバーガー

¥220・¥120
長くてカリカリのポテトスティック

あげたてのアツアツ　¥150

コッテリ冷たい　¥200

とろける甘さ　¥120

¥140・¥100

¥200・¥140

¥80　¥100

味なことやる
McDonald's
マクドナルド

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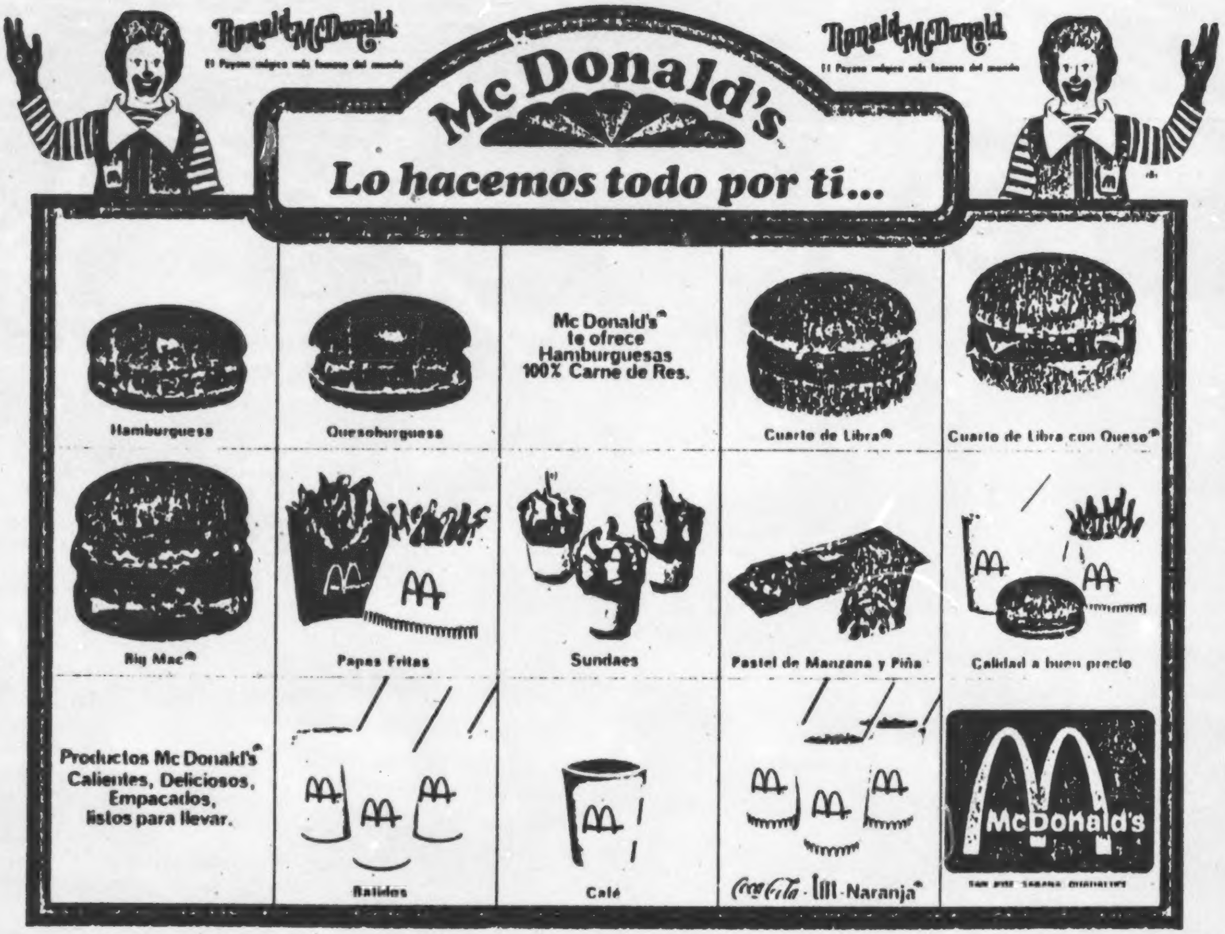
Handout 14c

BIG MAC AROUND THE WORLD



Ronald McDonald
El Payaso mágico más famoso del mundo

Ronald McDonald
El Payaso mágico más famoso del mundo

McDonald's

Lo hacemos todo por ti...

Hamburguesa

Quesoburguesa

Mc Donald's® te ofrece Hamburguesas 100% Carne de Res.

Cuarto de Libra®

Cuarto de Libra con Queso®

Big Mac®

Papas Fritas

Sundaes

Pastel de Manzana y Piña

Calidad a buen precio

Productos Mc Donald's®
Calientes, Deliciosos,
Empacados,
listos para llevar.

Batidos

Café

Coca-Cola · Ill · Naranja®

McDonald's

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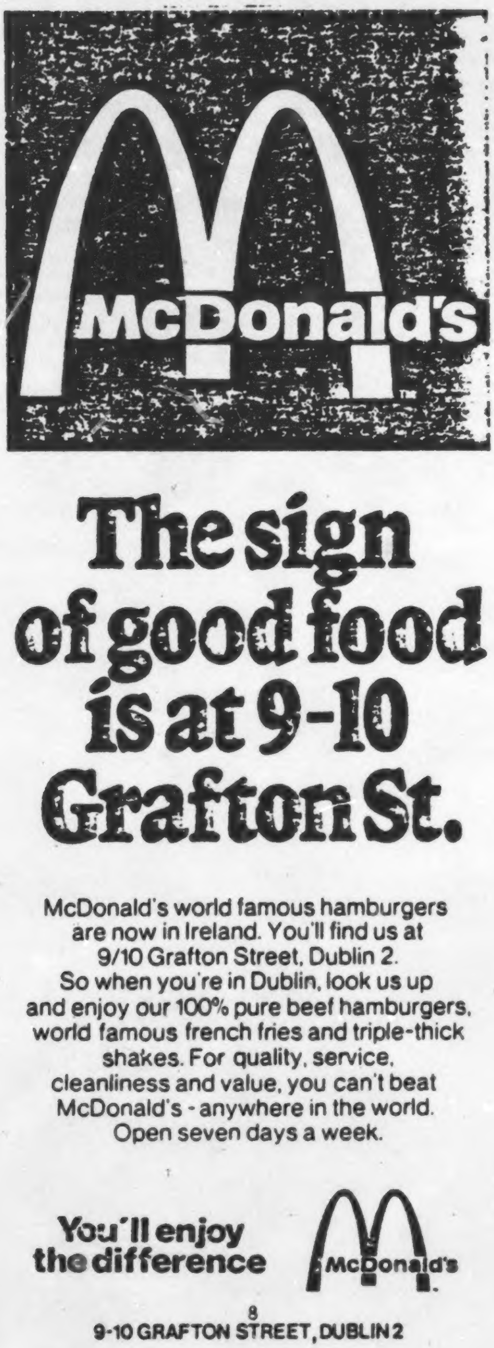
Handout 14d

BIG MAC AROUND THE WORLD



McDonald's

The sign of good food is at 9-10 Grafton St.

McDonald's world famous hamburgers are now in Ireland. You'll find us at 9/10 Grafton Street, Dublin 2. So when you're in Dublin, look us up and enjoy our 100% pure beef hamburgers, world famous french fries and triple-thick shakes. For quality, service, cleanliness and value, you can't beat McDonald's - anywhere in the world. Open seven days a week.

You'll enjoy the difference

McDonald's

9-10 GRAFTON STREET, DUBLIN 2

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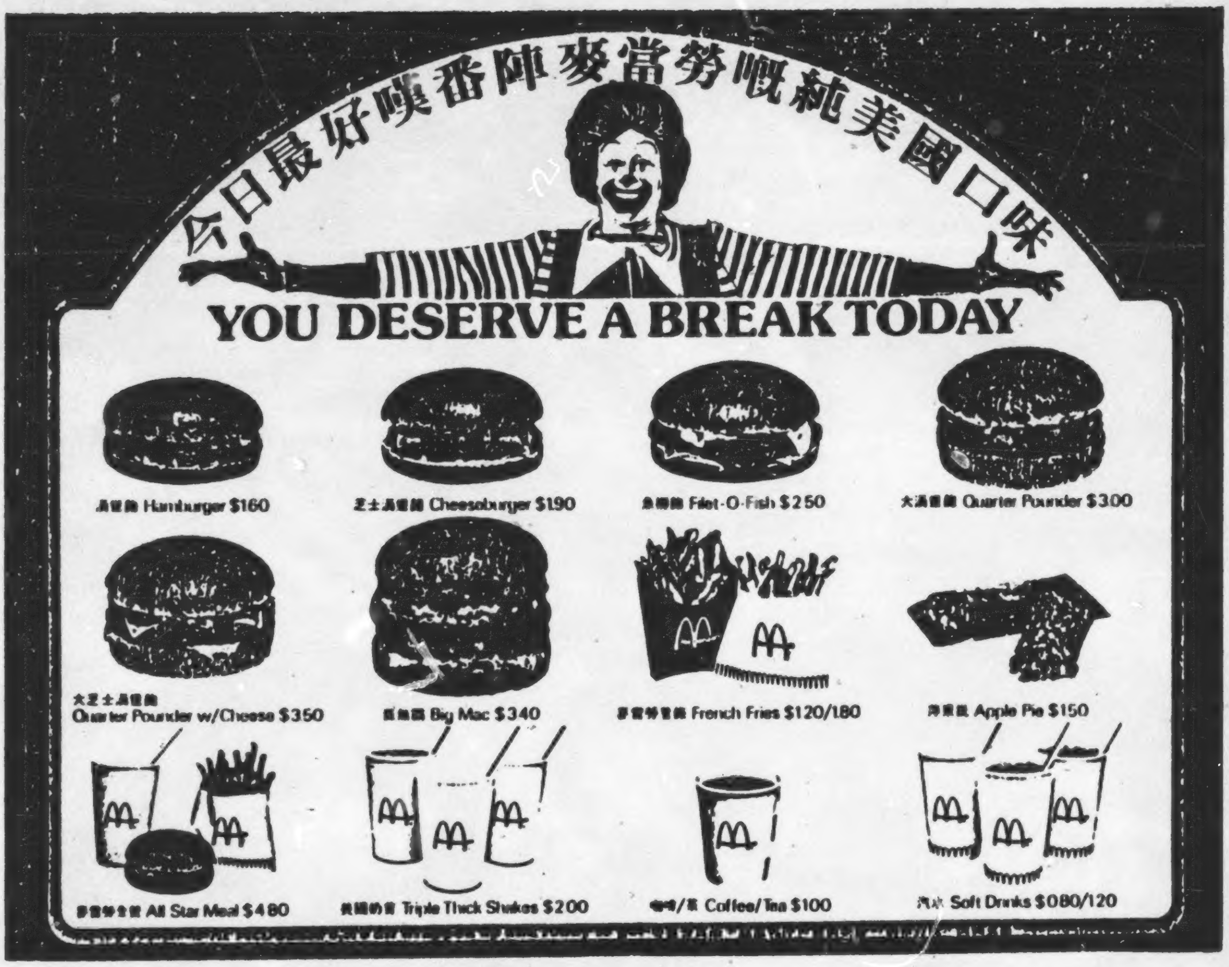
Handout 14e

BIG MAC AROUND THE WORLD


今日最好嘆番陣麥當勞嘅純美國口味
YOU DESERVE A BREAK TODAY

Hamburger $160

Cheeseburger $190

Filet-O-Fish $250

Quarter Pounder $300

Quarter Pounder w/Cheese $350

Big Mac $340

French Fries $120/180

Apple Pie $150

All Star Meal $480

Triple Thick Shakes $200

Coffee/Tea $100

Soft Drinks $080/120

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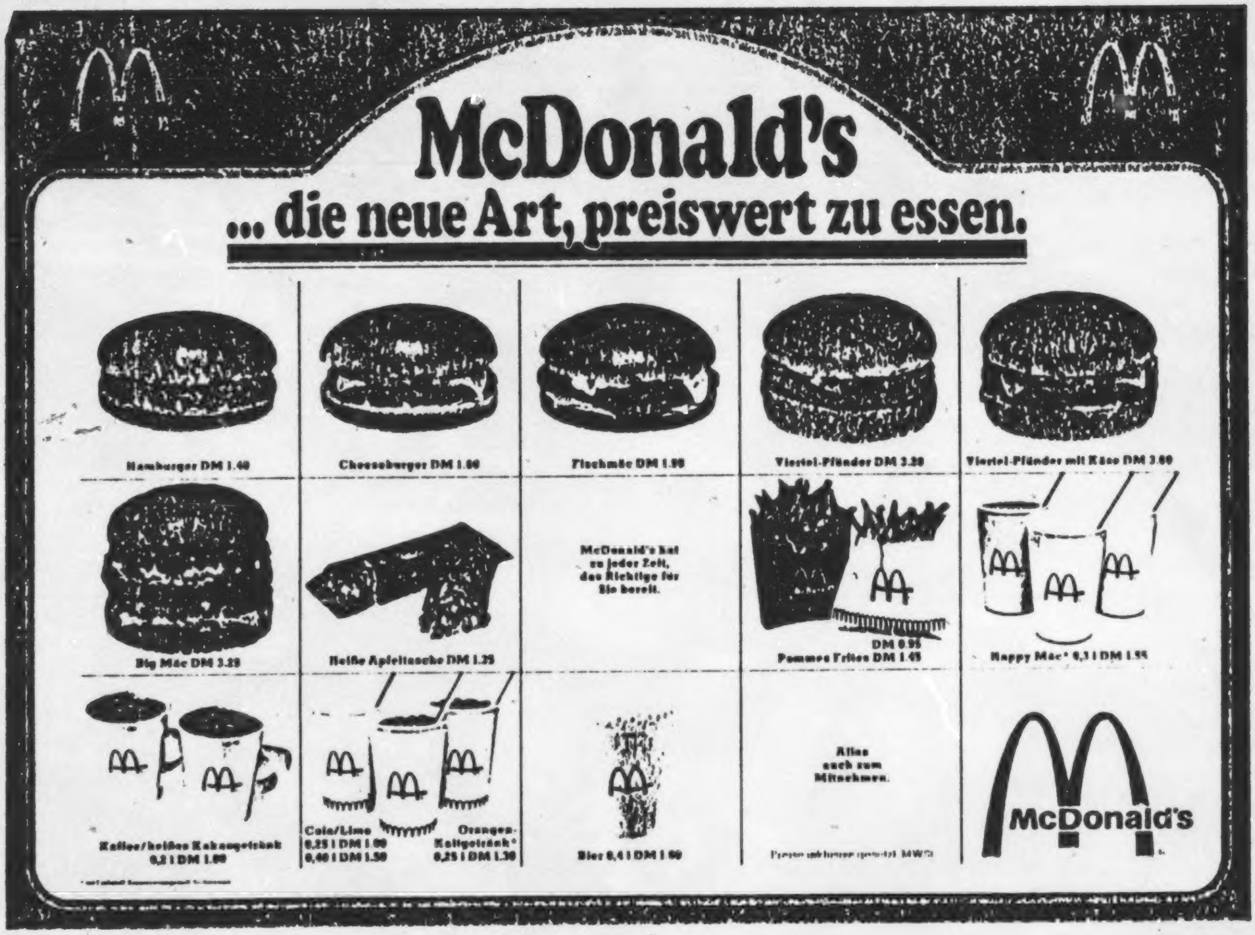
Handout 14f

BIG MAC AROUND THE WORLD



McDonald's

... die neue Art, preiswert zu essen.

Hamburger DM 1.40

Cheeseburger DM 1.80

Fischmäc DM 1.90

Viertel-Pfünder DM 3.20

Viertel-Pfünder mit Käse DM 3.80

Big Mäc DM 3.20

Heiße Apfeltasche DM 1.25

McDonald's hat zu jeder Zeit, das Richtige für Sie bereit.

DM 0.95
Pommes Frites DM 1.45

Happy Mäc* 0,3 l DM 1.55

Kaffee/heißes Kakaogetränk 0,2 l DM 1.00

Cola/Limo
0,25 l DM 1.00
0,40 l DM 1.50

Orangen-Kaltgetränk*
0,25 l DM 1.30

Bier 0,4 l DM 1.80

Alles auch zum Mitnehmen.

Preise inklusive gesetzl. MWSt.

McDonald's

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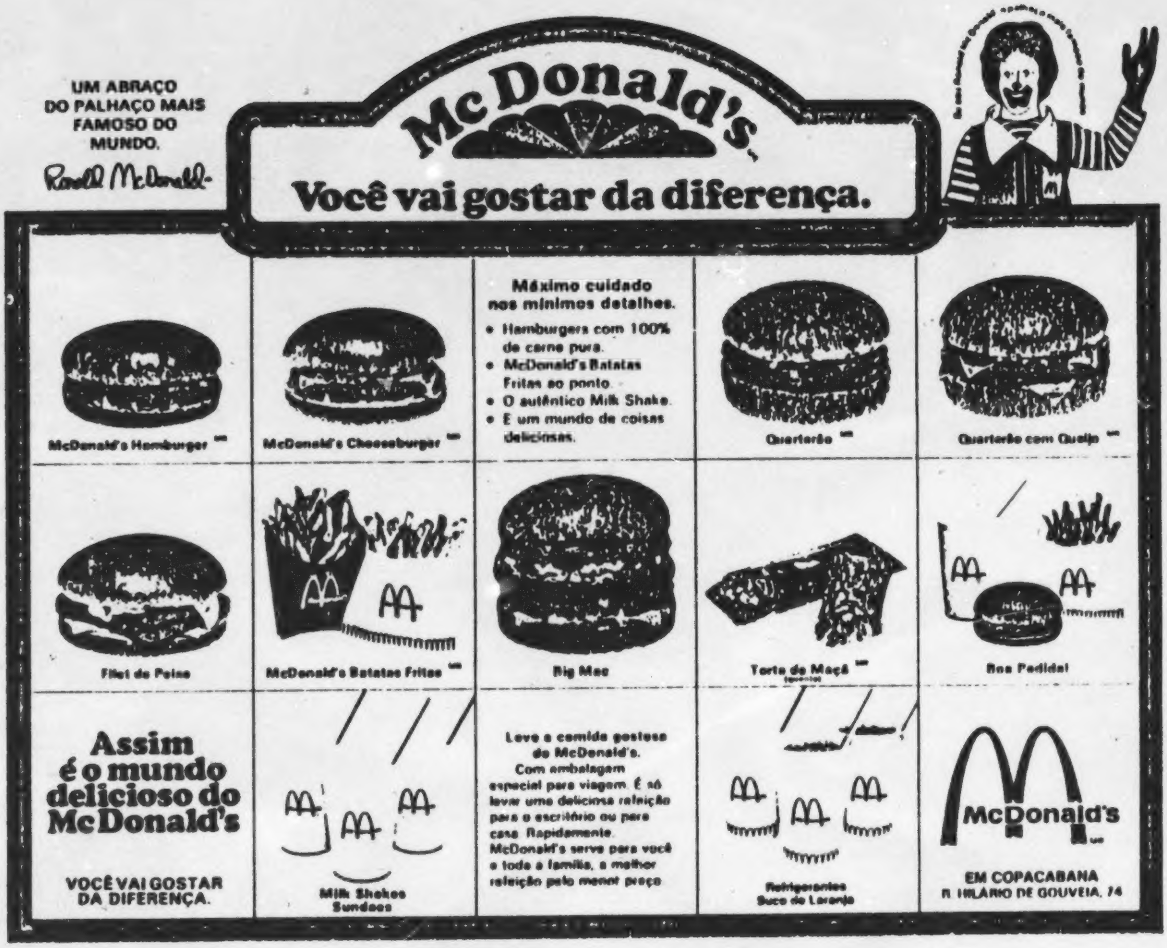
Handout 14g

BIG MAC AROUND THE WORLD



UM ABRAÇO
DO PALHAÇO MAIS
FAMOSO DO
MUNDO.

Ronald McDonald

McDonald's

Você vai gostar da diferença.

McDonald's Hamburger ℠

McDonald's Cheeseburger ℠

Máximo cuidado nos mínimos detalhes.

- Hamburgers com 100% de carne pura.
- McDonald's Batatas Fritas ao ponto.
- O autêntico Milk Shake.
- E um mundo de coisas deliciosas.

Quarterão ℠

Quarterão com Queijo ℠

Filet de Peixe

McDonald's Batatas Fritas ℠

Big Mac

Torta de Maçã ℠
(quentinha)

Boa Pedida!

Assim é o mundo delicioso do McDonald's

VOCÊ VAI GOSTAR
DA DIFERENÇA.

Milk Shakes
Sundaes

Leve a comida gostosa do McDonald's.
Com embalagem especial para viagem. É só levar uma deliciosa refeição para o escritório ou para casa. Rapidamente. McDonald's serve para você e toda a família, a melhor refeição pelo menor preço.

Refrigerantes
Suco de Laranja

McDonald's

EM COPACABANA
R. HILÁRIO DE GOUVEIA, 74

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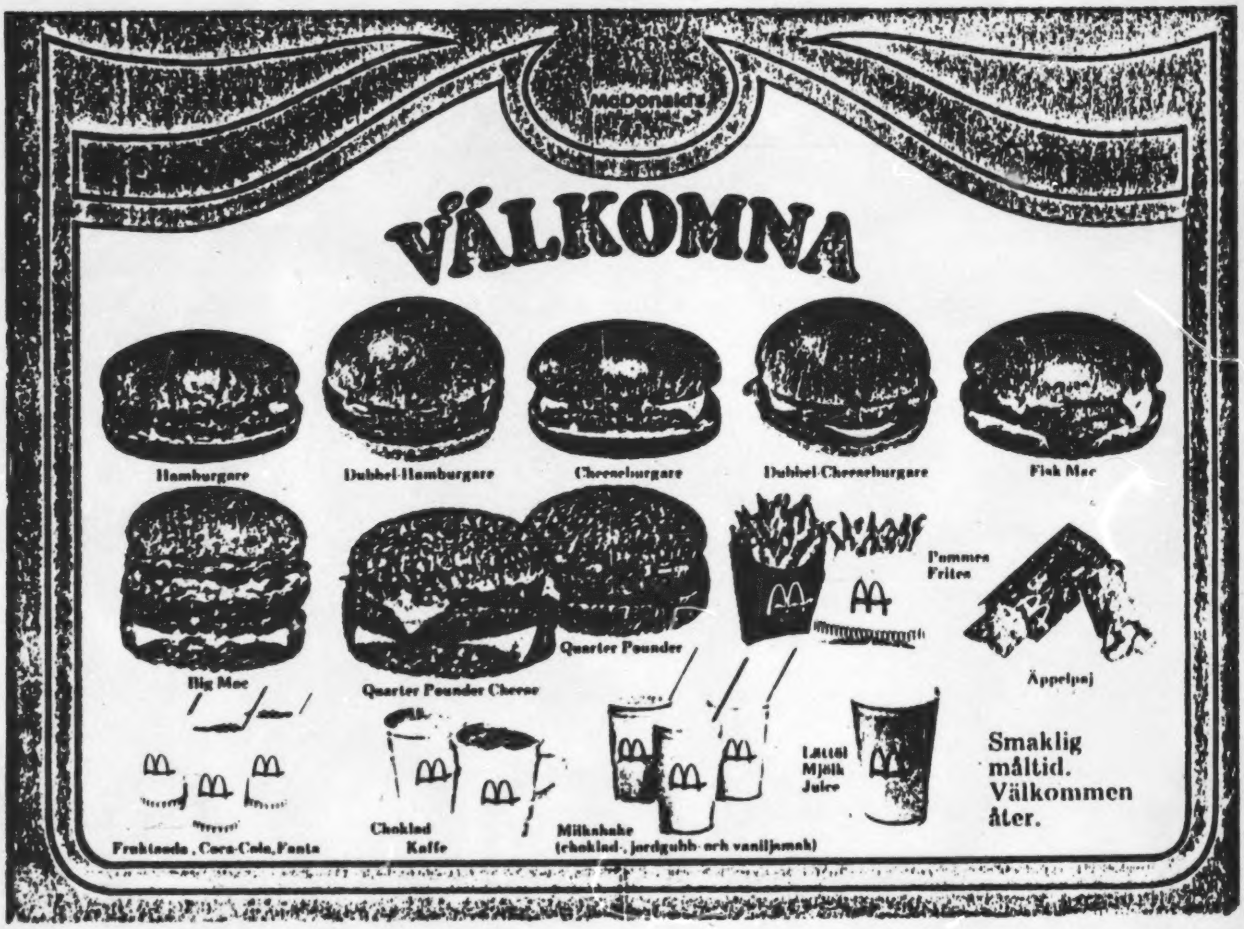
Handout 14h

BIG MAC AROUND THE WORLD



McDonald's

VÄLKOMNA

Hamburgare

Dubbel-Hamburgare

Cheeseburgare

Dubbel-Cheeseburgare

Fish Mac

Big Mac

Quarter Pounder Cheese

Quarter Pounder

Pommes Frites

Äppelpaj

Fruktsoda, Coca-Cola, Fanta

Choklad

Kaffe

Milkshake
(choklad-, jordgubb- och vaniljsmak)

Lättöl
Mjölk
Juice

Smaklig
måltid.
Välkommen
åter.

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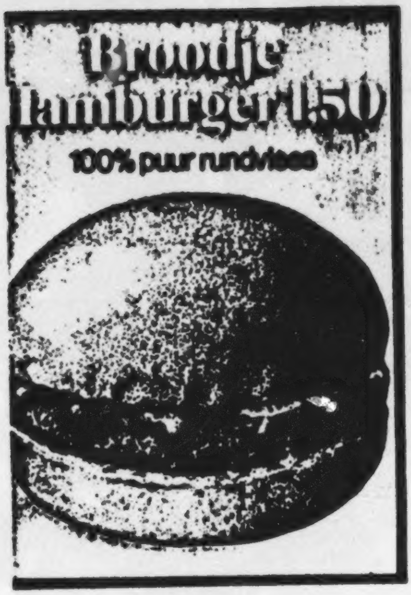
Handout 141

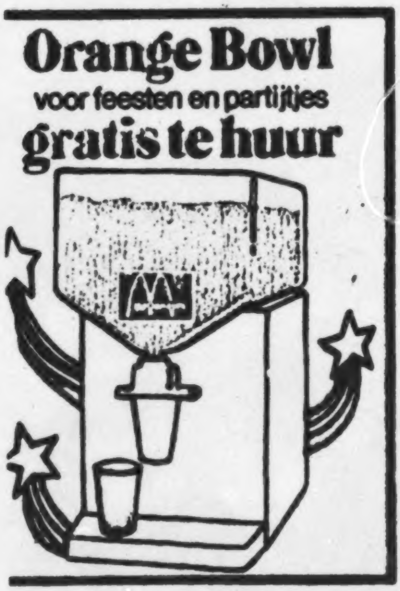
BIG MAC AROUND THE WORLD

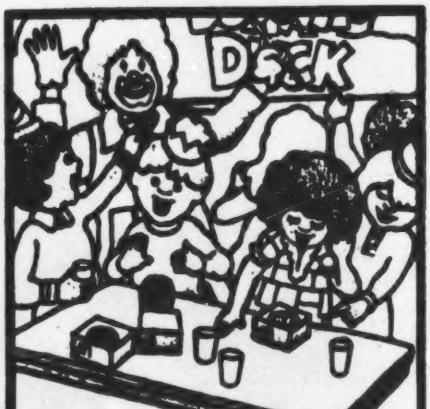

Broodje
Hamburger 1.50
100% puur rundvlees

7dagen per week open.

Ook 's avonds

Vraag de manager om inlichtingen


Orange Bowl
voor feesten en partijtjes
gratis te huur


Vier 'ns een
verjaarspartijtje
bij McDonald's

Vraag de manager om inlichtingen

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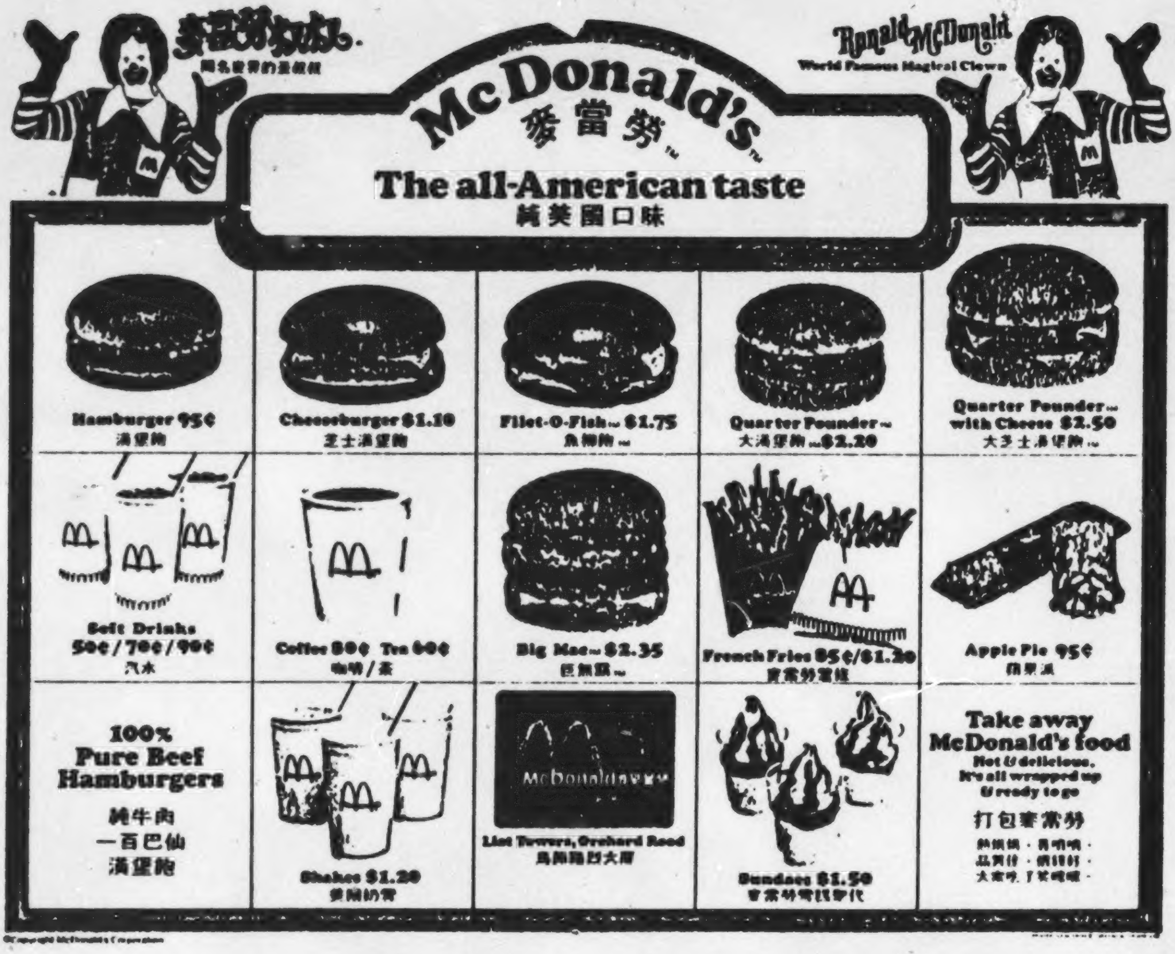
Handout 14j

BIG MAC AROUND THE WORLD



麥當勞叔叔

[illegible]

Ronald McDonald

World Famous Magical Clown

McDonald's

麥當勞

The all-American taste

純美國口味

Hamburger 95¢
漢堡飽

Cheeseburger $1.10
芝士漢堡飽

Filet-O-Fish $1.75
魚柳飽

Quarter Pounder
大漢堡飽 $2.20

Quarter Pounder with Cheese $2.50
大芝士漢堡飽

Soft Drinks
50¢/70¢/90¢
汽水

Coffee 80¢ Tea 60¢
咖啡/茶

Big Mac $2.35
巨無霸

French Fries 85¢/$1.20
麥當勞薯條

Apple Pie 95¢
蘋果批

100% Pure Beef Hamburgers
純牛肉
一百巴仙
漢堡飽

Shakes $1.20
奶昔

McDonald's 麥當勞
Liat Towers, Orchard Road
[illegible]

Sundaes $1.50
[illegible]

Take away McDonald's food
Hot & delicious.
It's all wrapped up
& ready to go

打包麥當勞

[illegible]

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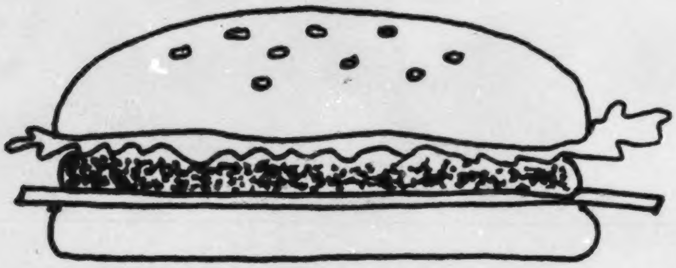
Handout 14k

WHERE DID THIS AD COME FROM?



Directions: Each of the ten McDonald's ads in Handouts 15a-15j is from a different city or country. Next to the letter code below for each handout, write the name of the place that you think it came from.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________